DOCUMENT RESUME

ED 169 218 CE 018 860

TITLE	Project to Develop a Wisconsin State Plan for Career Education. Final Report.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH60710
PUB DATE	30 Jun 77
GRANT	G007604187
NOTE	178p.; Not available in hard copy due to reproducibility problems; For related documents see ED 132 284 and ED 138 786
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Advisory Committees; *Career Education; Educational Resources; *Evaluation Methods; Information Dissemination; *Needs Assessment; Objectives; *Statewide Planning; Student Needs
IDENTIFIERS	Education Amendments 1974; *Wisconsin

ABSTRACT

This document describes the development of a Wisconsin state plan for career education. First, the profile of the proposal is presented. Next, the major activities are described, including formation of the advisory group; needs assessment of students, educational staff, and community groups; identification of resources; and the development of short- and long-range plans. Evaluation methods, findings, and implications are summarized. Finally, brief descriptions of dissemination activities and special activities are provided. The majority of this document contains the following appended materials: needs assessment instruments (twenty-four sample instruments included); summary tables of data from needs assessment; and meeting evaluation summaries. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Final Report

of the

Project to Develop a

Wisconsin State Plan for Career Education

D1692218

BEST COPY AVAILABLE

June 30, 1977

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 018 860

CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORTS

FORM APPROVED
OMB NO. 51-R1187

1. PROJECT NUMBER	2. GRANT NUMBER	3. NATURE OF REPORT
554AH60710	G007604187	☐ SEMI-ANNUAL ☒ FINAL

4. PROJECT TITLE	5. PERIOD COVERED BY THIS REPORT	
	FROM (month, day, year)	TO (month, day, year)
The Development of a Wisconsin State Plan for Career Education	7/1/76	6/30/77

6. CATEGORY OF PROJECT *(as specified in 45 CFR 160d.5 and 160d.11)*

☐ INCREMENTAL ☐ SETTINGS ☐ POPULATIONS ☐ TRAINING ☐ COMMUNICATIONS ☒ STATE PLAN

7. NAME OF PROJECT DIRECTOR

8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION	TELEPHONE	
	AREA CODE	NUMBER
Wisconsin Department of Public Instruction 126 Langdon Street Madison, Wisconsin 53702	608	266-8837

Final Report
of the
Project for the Development of a

Wisconsin State Plan for Career Education

Robert Meyer, Project Director
Arlys Gessner, Researcher and Writer

The Joint Task Force for the Development of a
Wisconsin State Plan for Career Education

The State Advisory Committee for Career Education

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

Table of Contents

Profile of Proposal iii

9. MAJOR ACTIVITIES 1
   A. Advisory Group 1
   B-D. Needs Assessment of Students, Educational Staff, and Community Groups 5
   E. Identification of Resources 23
   F. Development of Short and Long Range Plans 25

10. EVALUATION 27

11. PROBLEMS AND/OR CHANGES IN PROJECT SCOPE 29

12. DISSEMINATION ACTIVITIES 31

13. SPECIAL ACTIVITIES 33

APPENDICES 34
   A. Needs Assessment Instruments
   B. Summary Tables of Data from Needs Assessment
   C. Meeting Evaluation Summaries

PROFILE OF PROPOSAL FOR THE
DEVELOPMENT OF A WISCONSIN STATE PLAN
FOR CAREER EDUCATION
(Prepared for USOE)

August 12, 1976

I. Identifying Information

Project Title: Proposal for the Development of a Wisconsin State Plan for Career Education
Grantee: Wisconsin Department of Public Instruction
Project Director: Robert S. Meyer
Director's Title: Career Education Consultant
Director's Business Address: Wis. Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702
Director's Telephone: 608-266-8837
Amount of Award: $40,000

II. Purpose of State Plan

Many individuals, agencies, and organizations are involved in implementing career education in Wisconsin, but a state plan is needed to coordinate their efforts, clarify roles, establish goals and objectives, and measure the impact their many activities have had and will have on students, school staffs, business, and industry, and all other aspects of their respective communities.

II. Role of Advisory Group

The advisory committee will:

1. Provide advice to the Wisconsin Department of Public Instruction; the Wisconsin Board of Vocational, Technical and Adult Education; the University of Wisconsin System; and the Wisconsin Association of Independent Colleges and Universities concerning their efforts in career education, particularly as they establish their respective goals and objectives.

2. Provide advice to the Joint Task Force charged with the responsibility of developing a state plan for career education.

3. Provide information to the joint committees or task forces representing the above agencies concerning changing needs, and advice concerning career education strategies for helping to meet these needs.

4. Provide, in addition to a source of public opinion and advice, a means of informing various publics about career education and securing their support for developing comprehensive career education programs throughout the state.

V. Needs Assessment

The state plan for career education will be based on a comprehensive assessment of needs. Data from the statewide 1975 Senior Survey conducted by the Center for Studies in Vocational and Technical Education of the University will help to establish needs of individuals and a variety of populations concerning their roles in career education. Data will be collected by various techniques such as surveys, interviews, testing, seminars, workshops, analysis of reports, and input from advisory committees. Most

instruments will be subjective in nature, such as requesting the respondents' degree of agreement or disagreement to a variety of items on a five point Likert type scale.

Procedures to be used in conducting needs assessment regarding career education include:

1. Assessing individual needs: Selecting techniques to be used in gathering data. Identification and selection of items for assessing the lifelong career development needs of all individuals, regardless of cultural, economic, educational, and racial backgrounds and including the disadvantaged, handicapped, and both sexes (including public and private schools) in: Early childhood (Pre-school); Middle childhood (Grades K-3, ages 5-8); Late childhood (Grades 4-6, ages 9-11); Early adolescence (Grades 7-9, ages 12-14); Adolescence (Grades 10-12, ages 15-17); Adults (Ages 18-29); Adults (Ages 30-44); Adults (Ages 45-65); Retirement. Selecting appropriate items for gathering baseline data concerning what has already been done at the State, regional, and local levels toward meeting perceived individual needs.

2. Assessing needs of state agencies, institutions, and various statewide groups involved in meeting above individual needs and fulfilling their roles in career education. Selecting techniques to be used in gathering data. Developing survey instruments for assessing a statewide representative sample concerning the perceived needs of various agencies and support groups, for implementing their role in career education.

3. Identifying appropriate items that could be used by Local Education Agencies in conducting local assessments of current status and needs concerning career education.

4. Providing general procedural guidelines for LEA's in developing needs assessment instruments for various populations; establishment of local goals and objectives for student competencies; individuals and school/community groups; evaluating career education efforts.

5. Providing data processing services for both state and local needs assessments.

V. Resource Identification

Procedures to be used to survey and evaluate existing facilities and potential resources for use in the development and implementation of career education within the state include:

1. Review of the operation of the Wisconsin Occupational Information System.

2. Surveying regional areas and local school districts within Wisconsin concerning useful career education instructional materials, shared services, and transportable activities.

3. Surveying to identify and then publicizing lists of successful local career education practitioners.

4. Surveying to identify and then publicizing: qualified university personnel for inservice training; all career education courses available within the State; career education materials and consultant services available from CESA and VTAE and Statewide agencies and organizations; consultant services available from SEA's to LEA's; assessment and evaluation services from the SEA and university system; Mass media potential.

5. Providing guidelines for LEA's to conduct surveys and compile local guides to community resources.

6. Searching the literature through ERIC, RIE, AIM, and ARM (Educational Resources Information Center, Resources in Education, Abstracts of Instructional and Research Materials in Vocational and Technical Education, CCSSO, National Cooperative of Career Education and CEES/ETS).

7. Surveying local, regional, and state coordinators and reviewing local, regional, and state plans in operation.

8. Researching BLIC for successful education systems and shared services, National Alliances of Business, U. S. Chamber of Commerce.

VI. Short Term and Long Range Objectives

Short range and long range goals and objectives will be based on the results of needs assessments. Included will be (1) the goals and objectives recommended by the National Advisory Council for Career Education in its November 1975 Interium Report, (2) suggested outcome objective for students, teachers, counselors, and administrators at all educational levels, (3) suggested objectives for various state agencies and statewide organizations concerning their roles in career education, and (4) suggested process and product objectives for regional and local community agencies, organizations, and employers.

Possible strategies, activities, and resources to be used in meeting identified needs and established objectives for various state, regional, and local agencies or organizations will also be outlined in the state plan.

Plans for statewide evaluation and dissemination will be included together with guidelines for local evaluation and dissemination.

VII. Other Resources

The Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical, and Adult Education, the University System, and the Wisconsin Association of Independent Colleges and Universities already have representatives on the joint task force for developing the state plan. It is anticipated that the State Manpower Council, the Department of Labor, Industry, and Human Relations, and the Department of Health and Social Services will also be contributing to the development of this plan. All of these agencies are represented on the state advisory committee.

VIII. Dissemination

It is anticipated that members of the broad based state advisory committee will serve as contact persons with their respective institutions, agencies, or organizations, and help the state career education consultant (project director) establish state and/or regional meetings to introduce the plan to their groups. The state plan can also be distributed to all K-12 school district administrators through their regular meetings within 19 Cooperative Educational Service Agencies. A descriptive brochure will be mailed with notices of each dissemination meeting.

Final Report

for

Wisconsin State Plan for Career Education Project

9. MAJOR ACTIVITIES

A. Advisory Group

1. The State Advisory Committee for Career Education was formed prior to submitting the proposal for federal assistance to develop a State Plan. The committee has 38 members which were jointly appointed by the State Superintendent of Public Instruction and the State Director of Vocational, Technical and Adult Education. The 12 member Joint Task Force for Developing the Wisconsin State Plan for Career Education, representing the Wisconsin Department of Public Instruction, Wisconsin Association of Independent Colleges and Universities, University of Wisconsin System, and Wisconsin Board of Vocational, Technical and Adult Education identified key organizations, associations and agencies that should be represented on the advisory committee. The chief executive officers of these agencies, associations and organizations were then contacted via a joint letter from the State Superintendent of Public Instruction and the State Director of Vocational, Technical and Adult Education. The chief executive officers were asked to do one of three things: (1) serve on the advisory committee themselves, (2) appoint someone from their group to serve on the advisory committee, (3) nominate several persons from their group and let the Joint Task Force select one of the nominees to serve.

2. The representation of the group is shown on the following page: 7 members representing State Government/Agencies, 10 members representing Post-Secondary Educators and Educational Associations, 8 members representing K-12 Educators and Educational Associations, 7 members representing the business, industry, labor and professions community, and 7 members representing Civic/Service and Special Support Groups.

3. The State Advisory Committee's objectives are to:

   a. Provide advice to the Wisconsin Department of Public Instruction; the Wisconsin Board of Vocational, Technical and Adult Education; the University of Wisconsin System; and the Wisconsin Association of Independent Colleges and Universities concerning their efforts in career education, particularly as they establish their respective goals and objectives.

   b. Provide advice to the Joint Task Force charged with the responsibility of developing a state plan for career education.

   c. Provide information to the joint committees or task forces representing the above agencies concerning neeeds, and advice concerning career education strategies for helping to meet these needs.

d. Provide, in addition to a source of public opinion and advice, a means of informing various publics about career education and securing their support for developing comprehensive career education programs throughout the state.

4. The State Advisory Committee for Career Education met three times during this project year: September 24, 1976, January 28, 1977, and April 19, 1977.

At the first meeting, the advisory committee broke up into small groups as noted on the list. Members discussed learner outcomes that should be included on needs assessment instruments to obtain information from various groups. They also discussed and offered suggestions for survey items to determine what kinds of contributions groups could make to career education and also what was needed to enable them to make their maximum contributions. The results from these small groups discussions were used to develop instruments to obtain information about resources and needs from various groups.

At the second meeting, the Advisory Committee again broke up into small groups. The data from the statewide needs assessment and survey of resources had been summarized for their use and ten tentative goals had been set forth, based on this data, for the members' reactions. In addition to reacting to the goals, they also assisted with developing short and long range objectives and operational plans. There was a relatively small turn out due to very bad weather so their suggestions were summarized and mailed to the advisory committee for further reactions and suggestions. The input received in this way was again summarized and presented to them at the third advisory committee meeting.

At the third meeting material was presented to the group which had been revised based upon their comments and suggestions from the second meeting and also received by mail. The members of the advisory committee reviewed the material and assisted with the continued development of operational plans.

SMALL GROUPS WITHIN THE STATE ADVISORY COMMITTEE FOR CAREER EDUCATION

A. Government/Agencies

Doyle Beyl	Bd. of Voc., Tech., and Adult Education
Calvin Potter	State Assembly
Philip Lerman	Manpower Council
Russell Mosely	Dept. of Public Instruction
Gary Goyke	State Senate
Donald Snyder	Dept. of Health and Social Services
Stanley Spencer	Dept. of Industry, Labor, and Human Relations

B. Post-Secondary Educators

Edward Fort	U. W. Chancellors
Leo Remacle	Counselor Educators
Ken Sager	Teacher Educators
James Smith	VTAE Faculty and Wis. Education Assoc. Council (Liaison with K-12 Educators)
Agnes Clara Beyer	Independent Colleges
Norbert Wurtzel	VTAE District Directors
Ellen Humleker	U. W. Faculty (School of Nursing) (Liaison with Occupational Groups)
Scott Cabot	University Students
Pam Dayton	Independent College Students
Tim Wendt	VTAE Students

C. K-12 Educators

Kathleen Monaghan	Wis. Federation of Teachers
Eugene Guzniczak	Milwaukee Teachers' Education Association
David Kampshroer	Wis. Assoc. of Supervisors and Curriculum Development
Robert Deetz	Wis. Assoc. of District Administrators
James Leffin	Wis. Personnel and Guidance Association
Russell O'Harrow	Wis. Association of School Boards
James Roth	Wis. Association of Non-Public Schools
Tom Simpkin	K-12 Students

D. Occupational Groups

Frank Blackburn	Agriculture
Ken Cook	Business
Donald Dean	General Contractors
Hazel Koskenlinna	Professions (Liaison with post-sec. educators)
Jack Reihl	Labor
Robert Torkelson	Professions
William Wilberg	Industry

E. Civic/Service and Special Support Groups

Elmer Anderson	Urban League
Bernard Hollar	Council of Admin. of Special Education (Liaison with post-secondary educators)
Helen Katzer	Parents
Irene Keenan	Native Americans
Elaine Keller	Retarded Citizens
Pedro Rodriquez	Latinos
Elizabeth Simpson	U. W. School of Family Resources (Liaison with post-secondary educators)

NEEDS ASSESSMENT OF:

B. Students in elementary, middle, junior and senior high schools.
C. Educational personnel regarding their training and retraining to serve in career education programs.
D. Business, industry, labor, professional and government communities.

The descriptions of these Major Activities follows in a report entitled Needs Assessment Procedures. It is written in a slightly different manner than the suggested format, but contains all of the requested information.

NEEDS ASSESSMENT PROCEDURE

The proposal for developing the Wisconsin State Plan for Career Education called, first of all, for a statewide needs assessment of individuals and groups involved in receiving and/or providing career education experiences.

NEEDS is defined as the difference between "what is" and "what should be". Certain target populations were identified in the proposal from which to determine these needs.

DEVELOPMENT OF GOALS FOR CAREER EDUCATION NEEDS ASSESSMENT

In order to determine "what should be", broad goals were developed from the Career Development Model, Figure 1, and the Career Development Scope and Sequence Model, Figure 2. The statewide needs assessment for career education was based on these four broad goals listed below:

1. Individuals should have an adequate level of SELF-AWARENESS to function effectively and to aid in making decisions about career roles throughout life. Career Development Concepts: 1, 2, 5, 7

2. Individuals should have an adequate level of CAREER AWARENESS to aid in making decisions about career roles throughout life. Career Development Concepts: 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14

3. Individuals should have adequate opportunities for CAREER EXPLORATION to aid in making decisions about career roles throughout life. Career Development Concepts: 5, 6, 8, 10, 11, 12, 13

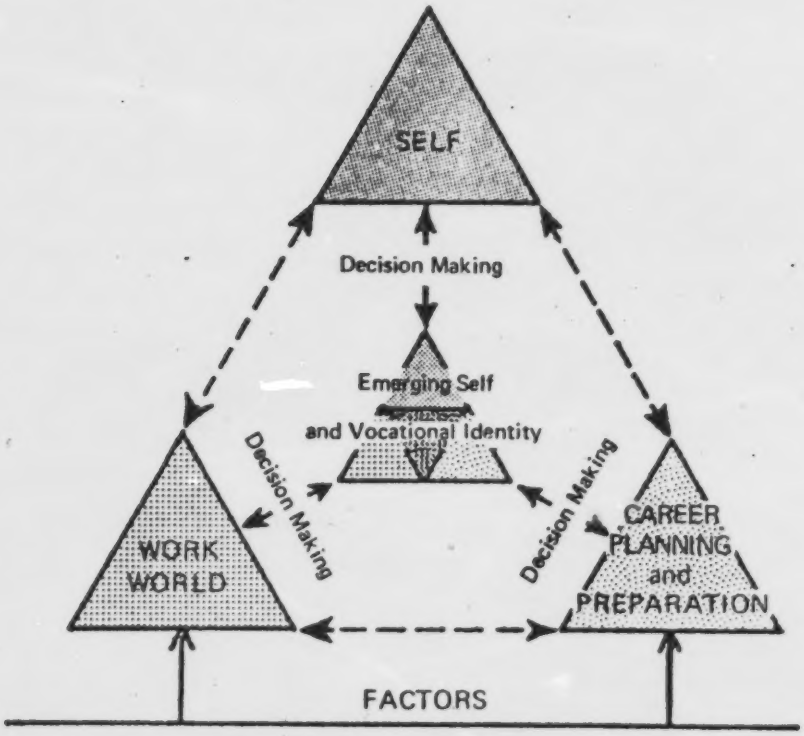
4. Individuals should have adequate skills in CAREER DECISION MAKING, CAREER PLANNING, CAREER PREPARATION, and CAREER PLACEMENT, to function effectively as adults in our society. Career Development Concepts: 6, 8, 10, 13, 14, 15, 16

These four goals, based on the above two models fit into the Career Maturity Progression, Figure 3. Where the Career Development Scope and Sequence Model shows which concepts are introduced, developed, and emphasized during which periods of students K-12 school experiences, the Career Maturity Progression whows how these goals receive varying degrees of emphasis as individuals mature. Note how the major point of each goal (self-awareness, career awareness, career exploration, career decision making, planning, preparation, and placement) is included in some amount throughout life.

DEVELOPMENT OF OBJECTIVES FROM GOALS FOR NEEDS ASSESSMENT

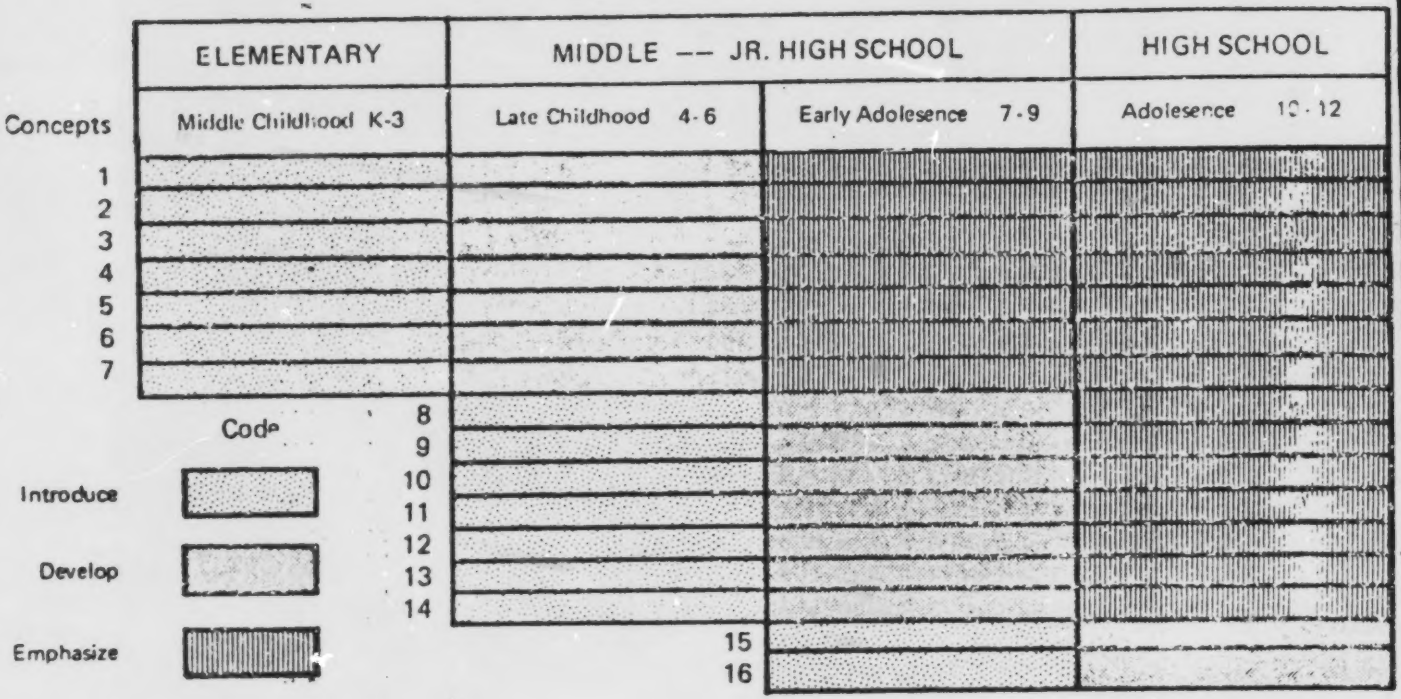
From these four goals, emerged the objectives of the needs assessment. The objectives for the third grade, sixth grade, ninth grade, twelfth grade and secondary special education students, adults and retired persons individual needs assessments are listed below. The groups

CAREER DEVELOPMENT MODEL



SELF - How individuals perceive themselves concerning their individual characteristics and the relationships they have with others within their environment.

CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL

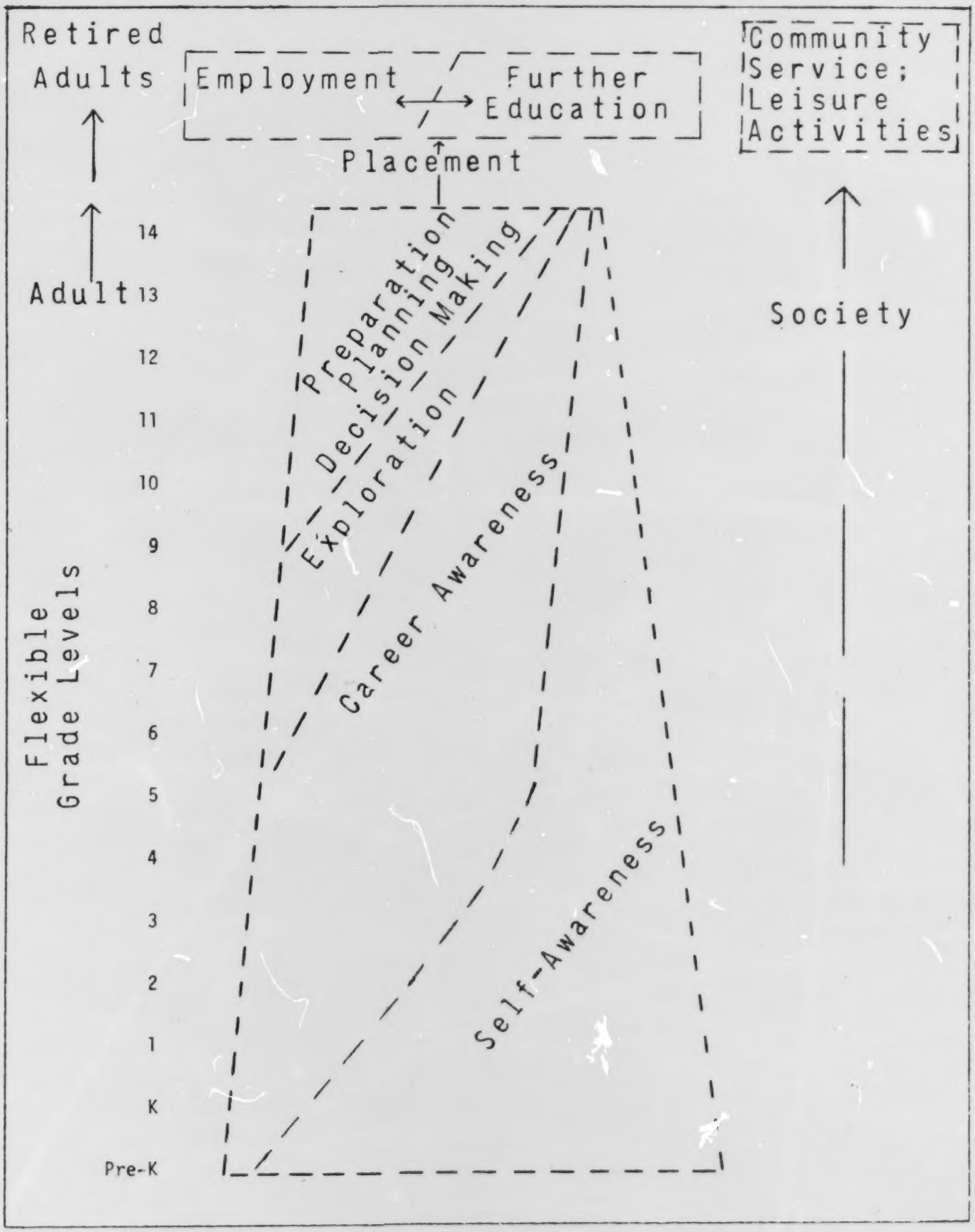


CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of occupations which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
15. Individuals are responsible for their career planning.
16. Job characteristics and individuals must be flexible in a changing society.

CAREER MATURITY PROGRESSION

Figure 3



listed in parentheses following each objective are the ones to whom the objective applies.

1. To determine the amount of information or assistance individuals felt they needed to have an adequate level of self-awareness (third grade, sixth grade, ninth grade, twelfth grade, secondary special education students, adults and retired persons).

2. To determine the amount of information or assistance individuals felt they needed to have an adequate level of career awareness (third grade, sixth grade, ninth grade, twelfth grade, secondary special education students, adults and retired persons).

3. To determine the amount of information or assistance individuals felt they needed to have adequate opportunities for career exploration (sixth grade, ninth grade, twelfth grade, secondary special education students, adults and retired persons).

4. To determine the amount of information or assistance individuals felt they needed to have adequate skills in career decision making, planning, preparation and placement (ninth grade, twelfth grade, secondary special education students, adults and retired persons).

The objectives for the preschool personnel, parents, teachers, special education teachers, counselors, administrators individual needs assessments were:

1. To determine the amount of information or assistance they felt was needed by the individuals with whom they work to have an adequate level of self-awareness (preschool personnel, parents, teachers, special education teachers, counselors, administrators).

2. To determine the amount of information or assistance they felt was needed by the individuals with whom they work to have an adequate level of career awareness (preschool personnel, parents, teachers, special education teachers, counselors, administartors).

3. To determine the amount of information or assistance they felt was needed by the individuals with whom they work to have adequate opportunities for career exploration (parents, teachers, special education teachers, counselors, administrators).

4. To determine the amount of information or assistance they felt was needed by the individuals with whom they work in order to have adequate skills in career decision making, planning, preparation and placement (parents, with children above sixth grade, teachers, special education teachers, counselors, administrators).

5. To determine the amount of information or assistance, including training and re-training, they felt they needed in order to provide

an effective career education delivery system for the individuals with whom they work (preschool personnel, parents, teachers, special education teachers, counselors, administrators).

INSTRUMENT DEVELOPMENT AND REVISION

In developing the instruments, a bank of statements about career education experiences was established from various inventories, surveys, and tests. Specific instruments were developed for the identified target populations by selecting appropriate statements for each group. A matrix was designed showing relationships between the goals and objectives and specific statements on the survey instruments. See Figure 4.

In order to assess the difference between the levels of "what is" and "what should be", the format of the instruments was first designed with the career education experience statements in the center column of the page and two columns of 1-5 Likert type responses, one on either size of the statements. In the column at the left of the statements, the respondent was to indicate what he/she thought was the present level of provision for the career education experience and at the right of the statement, to indicate what the level of provision should be. Consultants in the Department of Public Instruction and others reacted to the forms and it was decided that they appeared too complicated and were too time consuming for administering and responding in the amount of time specified for this phase of the project. Another consideration was a significant portion of the target populations would be responding to the needs assessment survey in a non-school situation. Based on past experiences, it was thought that those persons in a non-school situation would be discouraged from responding by the difficult appearing format. Therefore, the instruments were revised, omitting the column measuring "what is" and leaving the column "what should be".

It is implied that the target populations are making their own discrepancy judgements between "what is" and "what should be" by using their current career education experiences as a base to identify the amount that they desire: less, the same amount, more, great deal more.

A total of thirteen instruments were developed to assess career education needs of individuals. Five instruments were designed to assess needs of organizations, associations, and various institutions providing career education experiences . All forms were approved by the Forms Review Committee within the Department of Public Instruction and were assigned a number, PI-Q-XX, indicating Public Instruction Questionnaire XX. They are included in the Appendix A with corresponding directions for administering the survey or appropriate cover letter.

The third, sixth, ninth, and twelfth grade student instruments were pilot tested. Appropriate revisions were made, one of which was the development of an optically scanned answer sheet specifically for the sixth, ninth, and twelfth grade instruments to facilitate data processing.

MATRIX FOR STATEMENTS ON STATEWIDE SURVEY OF NEEDS FOR CAREER EDUCATION

INSTRUMENT	GOALS for Individuals - Career Maturity Progression				Statements Concerning Delivery System for Career Education
	Self-Awareness --- Career Development Concepts #1,2,5,7	Career Awareness --- Career Development Concepts #3,4,5,6,8, 9,10,11,12,13,14	Career Exploration --- Career Development Concepts #5,6,8, 10,11,12,13	Career Decision Making, Planning, Preparation, Placement --- Career Development Concepts # 6,8,10, 13,14,15,16	
PI-Q-60 Early Childhood/ Preschool Personnel	(Statement # on the instrument) 1,2,3	4,5			6-14
PI-Q-61 Third Grade	1,2,3,4,5,6*	6*,7,8,9,10			
PI-Q-62 Sixth Grade	1,2,8,9	3,4,5,6,7,10*,11*, 12*,13*,16*	10*,11*,12*,13*,14, 15,16*,17,18		
PI-Q-63 Ninth Grade	1,2,4,7	5*,11*	5*,6,8,10,13*14*	3,9,11*,12,13*,14*, 15,16,17,18,19	
PI-Q-64 Twelfth Grade	1,2,4,7	5*,11*	5*,6,8,10,13*,14*	3,9,11*,12,13*,14*, 15,16,17,18,19,20, 21,22	
PI-Q-71 Adults	13,15,18	4,7*,14*	7*,8,11,14*,19	1,2,3,4*,5,6,9,12, 17	
PI-Q-69 Retired Persons	9,10,14,15,17	1*,2*,12*	1*,2*,5*,12*	1*,2*,3,4,5*,6,7,8, 11,13,16	
PI-Q-70 Parents	1,3,20,21*	2,4*,5*,6,8*,9*, 21*	4*,5*,7,8*,10	9*,11,12,13,14,15,16 17,26	19,22,23,24,25

Figure 4

* indicates the statement on the instrument may pertain to more than one goal.

MATRIX FOR STATEMENTS ON STATEWIDE SURVEY OF NEEDS FOR CAREER EDUCATION

INSTRUMENT	GOALS for Individuals - Career Maturity Progression				Statements Concerning Delivery System for Career Education
	Self-Awareness Career Development Concepts #1,2,5,7	Career Awareness Career Development Concepts #3,4,5,6,8,9,10,11,12,13,14	Career Exploration Career Development Concepts #5,6,8,10,11,12,13	Career Decision Making, Planning, Preparation, Placement Career Development Concepts # 6,8,10,13,14,15,16	
PI-Q-72 Teachers	3,6	2*,4*,5,7,8*,10*,11	2*,8*,9	1,2*,4*,10*,12,13,14,15,16,17	18-42
PI-Q-73 Counselors	3,6	2*,4*,5,7,8*,10*,11	2*,8*,9	1,2*,4*,10*,12,13,14,15,16,17	18-42
PI-Q-74 Administrators	3,6	2*,4*,5,7,8*,10*,11	2*,8*,9	1,2*,4*,10*,12,13 14,15,16,17	18-42
PI-Q-75 Special Education Teachers	1,3 1,3	2,4*,5*,6,8* 2,4*,5*,6,8*	4*,5*,7,8* 4*,5*,7,8*	9,10,11,12,13,14 9,10,11,12,13,14	16-40 16-40
PI-Q-76 Secondary Special Education Students	1,2,4,7	5*,11*	5*,6,8,10,13*,14*	3,9,11*,12,13*,14*,15,16,17,18,19,21,22	
PI-Q-67 Colleges & Universities Resources and Needs					Green 1-7 Resources White 1-8 Needs
Form A State Government & Agencies	Pink 1,2,17*	3,4,5,6,7*,12*	9*,10,11*	7*,8,9*,11*,12*,13,14,15,16,17*,18,19,20	Green 1-15 Resources Blue 1-8 Needs

*indicates the statement on the instrument may pertain to more than one goal.

Figure 4 Con't

(Figure 4 Con't)

MATRIX FOR STATEMENTS ON STATEWIDE SURVEY OF NEEDS FOR CAREER EDUCATION

INSTRUMENT	GOALS for Individuals - Career Maturity Progression				Statements Concerning Delivery System for Career Education
	Self-Awareness --- Career Development Concepts #1,2,5,7	Career Awareness --- Career Development Concepts #3,4,5,6,8, 9,10,11,12,13,14	Career Exploration --- Career Development Concepts #5,6,8, 10,11,12,13	Career Decision Making, Planning, Preparation, Placement --- Career Development Concepts # 6,8,10, 13,14,15,16	
Form C State Educational Associations	Pink 1,2,17*	3,4,5,6,7*,12*	9*,10,11*	7*,8,9*,11*,12*, 13,14,15,16,17*, 18,19,20	Green 1-11 Resources Blue 1-6 Needs
Form D Occupational Groups (Other than educators)	Pink 1,2,17*	3,4,5,6,7*,12*	9*,10,11*	7*,8,9*,11*,12*, 13,14,15,16,17* 18,19,20	Green 1-12 Resources Blue 1-7 Needs
Form E Other support group	Pink 1,2,17*	3,4,5,6,7*,12*	9*,10,11*	7*,8,9*,11*,12*, 13,14,15,16,17*, 18,19,20	Green 1-12 Resources Blue 1-7 Needs

*indicates the statement on the instrument may pertain to more than one goal.

METHODS FOR CONTACTING IDENTIFIED TARGET GROUPS AND SAMPLE SELECTION

The following narrative briefly describes the method used to contact the target groups identified in the proposal and sample selection procedures. Sample sizes were identified using techniques described by Robert V. Krejcie, and Daryle W. Morgan. "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970, 607-610.

1. Early Childhood. (Form PI-Q-60, see Appendix A, Sample 1) Instruments designed to measure self-awareness in preschool age children were reviewed and it was decided they were not appropriate for the purposes of this project. Also from this review, it was decided that the amount of time required and the complexity of designing such instruments for preschool children was too great for consideration. Thus, an acceptable alternative was chosen of developing instruments for preschool personnel to identify the needs of the early childhood population with which they work. The instrument also asked preschool personnel to identify their own needs in order to better help children develop self-awareness and an awareness of the world of work.

Surveys were sent to 120 preschool facilities which were randomly selected from the Licensed Day Care Centers in Wisconsin Directory, from the Department of Health and Social Services. This sample included day care, nursery schools, head start programs for children from a wide variety of cultural, economic, educational, racial backgrounds, and disadvantaged and handicapped children.

2. Middle Childhood (Form PI-Q-61), Late Childhood (Form PI-Q-62), Early Adolescence (Form PI-Q-63), Adolescence (Form PI-Q-64). (See Appendix A, Samples 2, 3, 4, 5) It was decided to use third grade students for the middle childhood population, sixth grade students, for the late childhood population, ninth grade students for the early adolescent population, and twelfth grade students for the adolescent population in the selected sample of schools.

A stratified random sample of school districts was compiled by selecting every tenth school district from an alphabetical listing and by selecting every tenth school district from a listing of school districts by Cooperative Educational Service Agency (CESA). The combined list yielded a total of 77 schools. These were then placed in enrollment size categories and listed by CESA. Two criteria were used for selection beyond this point: (1) to have at least two school districts included for participation within each CESA to assure statewide geographic representation; (2) to have approximately the same percentage of schools in each enrollment category in the selected sample as there are schools in each enrollment category throughout the state. A list of the schools selected for participation in the statewide needs assessment for career education is shown in Figure 5. A map, Figure 6, shows the statewide geographic representation. There are a total of 48 school districts, three of which are K-8 and three of which are 9-12 for a total of 45 K-12 groupings. One exception was made in the Milwaukee School District and two elementary and two secondary schools were included due to the dense population of that area.

Selected Sample of Schools Participating in Statewide Needs Assessment for Career Education — Figure 5

Size Category	School District	Enrollment (75-76 Figures)	CESA
4.4% (3.0%) 10,000+	Oshkosh	10,806	8
	Milwaukee	115,676	19
4.4% (3.4%) 5000-9000	Superior	7,213	1
	Fond du Lac	7,816	13
4.4% (3.4%) 4000-4999	Muskego	4,521	16
	Greendale	4,181	19
4.4% (4.4%) 3000-3999	Middleton	3,638	15
	Burlington	3,784	18
11.1% (10.6%) 2000-2999	Medford	2,552	2
	Ellsworth	2,367	5
	Pulaski	2,636	9
	Portage	2,397	12
	Grafton	2,827	19
28.9% (29.2%) 1000-1999	Arcadia	1,059	1
	Peshtigo	1,169	3
	Amery	1,796	4
	Spooner	1,772	4
	Bloomer	1,491	6
	Mishicot	1,452	10
	Columbus	1,385	12
	Campbellsport	1,630	13
	Muscoda	1,176	14
	Cuba City	1,179	14

Size Category	School District	Enrollment (75-76 Figures)	CESA
	Mc Farland	1,292	15
	Clinton	1,433	17
	Brodhead	1,376	17
24.4% (28.7%) 500-999	Rib Lake	766	2
	Glenwood City	952	5
	Augusta	929	6
	Stratford	926	7
	Amherst	795	7
	Shiocton	960	8
	Whitehall	940	11
	Hurley	960	11
	New Lisbon	841	12
	Prentice	885	2
	Rosholt	660	7
17.8% (17.8%) under 499	Washington Island	100	9
	Stockbridge	268	10
	La Farge	403	11
	Goodman	322	3
	Bloomington	378	14
	Jt. #2 Lisbon Pewaukee (Hartland UHS for 9th&12th)	298	16
	Jt. #22 Herman (Hartford UHS for 9th&12th)	184	16
	Jt. #4 Twin Lakes (Wilmot UHS for 9th&12th)	361	18

Note: All schools participated except two.

Figure 6

Contact letters from State Superintendent, Barbara Thompson were sent to each district adminstrator, in the selected schools. (See Appendix A, Sample 6).

All survey forms were put in packets, labeled, and numbered and a memorandum was enclosed explaining distribution of the survey forms in each school district and school building. (See Appendix A, Sample 7).

3. Adults (18-29) (30-44) (45-65). (Form PI-Q-71, see Appendix A, Sample 8). Due to the complexities involved in reaching a sample of adults it was decided, after considering several alternatives, to send home survey forms for adults with students in randomly selected third, sixth, ninth, and twelfth grade classrooms who also participated in the statewide survey of needs for career education. The population reached in this manner may not be totally representative of all adults in the state, because they all have children of school age. However, within the time, budget, and human resource constraints, this was the most efficient alternative.

4. Retired Persons. (Form PI-Q-69, see Appendix A, Sample 9). It was decided to reach retired persons through senior citizen organizations. Although this sample has a degree of self-selection, by virtue of the fact that they are interested in belonging to an organization, again it was decided this was the most efficient way to reach a large number of retired persons. Approximately 80 senior citizen organizations were randomly selected from Wisconsin Directory of Senior Citizen Organizations compiled by the Department of Health and Social Services. These organizations included both dense and light population areas. Survey forms were sent to each person receiving mail for the selected senior citizen organization and were asked to distribute the forms at their next meeting. (See Appendix, Sample 10).

5. Parents. (Form PI-Q-70, see Appendix A, Sample 11). To assess the needs of parents related to career education, a survey for parents was sent home with students in randomly selected third, sixth, ninth, and twelfth grade classrooms who also participated in the statewide survey of needs for career education. These classrooms were different from those randomly selected to take home surveys for adults so that one child would not be taking home survey forms for both a parent and an adult. The person on the State Advisory Committee representing parents also distributed parent survey forms at regional Wisconsin Congress of Parents and Teachers meetings.

6. Teachers. (Form PI-Q-72, see Appendix A, Sample 12). Teacher survey forms were distributed in the selected sample of schools. Due to the fact that different school buildings were involved for the various grade levels in each district, these were distributed in each teacher's mailbox, every other teacher's mailbox, or every third teacher's mailbox, depending on the number of teachers in the selected schools and the number of elementary and secondary teachers needed for the sample size that had been identified.

7. Counselors. (Form PI-Q-73, see Appendix A, Sample 13). Counselor survey forms were distributed to all counselors in the selected sample of schools.

8. Administrators. (Form PI-Q-74, see Appendix A, Sample 14). Survey forms for administrative personnel were distributed in the selected sample of schools. Following are types of positions that were suggested to receive PI-Q-74: District administrators, assistant district administrators; principals, assistant principals; supervisors, directors, coordinators of elementary, secondary, special and vocational education; special consultants, and other persons in similar types of positions.

9. Special Education Teachers. (Forms PI-Q-75, see Appendix A, Sample 15). These survey forms were distributed to elementary and secondary special education teachers in the selected sample schools.

10. Secondary Special Education Students. (Form PI-Q-76, see Appendix A, Sample 16). These survey forms were distributed to secondary special education students in the selected sample schools that had this type of program.

Postage paid business reply envelopes were enclosed with forms for preschool personnel, parents, teachers, counselors, administrators, retired persons, and adults to encourage response.

Persons in agencies, associations, organizations and institutions having involvement in career education were contacted and surveyed to identify the following objectives:

1. To determine attitudes and opinions about career education as defined in learner outcomes.

2. To determine what contributions (resources) their group could make to career education.

3. To determine what their group needed in order to make their maximum contributions.

As indicated by the objectives, these instruments were a combined survey of resources and needs.

Initial contacts were made with persons representing these groups on the State Advisory Committee for Career Education; or, if the group did not have a representative on the advisory committee, a state officer was contacted and ways were discussed to obtain input. In some cases, the survey forms were presented at a meeting of the executive committee or council, other organizations arranged mailing lists of selected individuals at decision making levels. Following are descriptions of the forms and groups that were contacted for each.

11. State Government and Agencies. (Form A, see Appendix A, Sample 17). Groups that were contacted under this heading:

State Assembly
Board of Vocational, Technical and Adult Education
Department of Health and Social Services
Department of Industry, Labor and Human Relations
Department of Public Instruction
State Manpower Council
State Senate

12. State Educational Associations. (Form C, see Appendix A, Sample 18). Groups that were contacted under this heading:

Council of Administrators of Special Education
Milwaukee Teachers Education Association
University of Wisconsin Faculty
VTAE District Administrators
Wisconsin Association for Counselor Education and Supervision
Wisconsin Association of Independent Colleges and Universities
Wisconsin Association of Non-Public Schools
Wisconsin Association of School Boards
Wisconsin Association of School District Administrators
Wisconsin Association for Supervision and Curriculum Development
Wisconsin Association for Vocational and Adult Education
Wisconsin Council for Chancellors
Wisconsin Council for Independent Education
Wisconsin Education Association Council
Wisconsin Elementary School Principals Association
Wisconsin Federation of Teachers
Wisconsin Personnel and Guidance Association
Wisconsin Secondary School Administrators Association

13. Occupational Groups (other than educators). (Form D, see Appendix A Sample 19). Representatives from the following groups of occupations were contacted:

Agriculture
Business
Industry
Labor
Professions

14. Other Support Groups. (Form E, see Appendix A, Sample 20). The following groups were contacted under this heading:

American Legion
American Society for Training and Development
Association for Retarded Citizens
B'nai B'rith
Family Resources
Kiwanis
Latinos
Lions
Native Americans

Rotary
Sertoma
Urban League
Wisconsin Congress of Parents and Teachers
Wisconsin Council for Exceptional Children

15. University of Wisconsin System and Independent Colleges and Universities. (Form PI-Q-67, see Appendix A, Sample 21). This was also a combined survey of resources and needs for colleges and universities, including personnel in the teacher and counselor training institutions. It was distributed to the thirteen 4-year universities in the UW-System and the 18 independent colleges and universities.

It is anticipated that the survey of needs will be an on-going process. As the next phase of the project is undertaken, that of identifying goals, objectives and strategies, other needs may be expressed that were not specifically solicited on these instruments. However, it is felt that this was the most comprehensive needs assessment to be accomplished in the amount of time specified for this phase of the project.

The data from these instruments were compiled in a set of seven summary tables that is included in Appendix B. Selected significant data were combined with information from a Working Conference -- Decision Makers Concerning a State Plan for Career Education held in March, 1975, ideas presented by persons at the Wisconsin caucus at the Commissioner's National Conference on Career Education held in November, 1976, the Wisconsin K-12 Guide for Integrating Career Education with Local Curriculum and Wisconsin's Educational Goals. Ten broad statements of need and a corresponding rationale for each resulted from this particular combination of information. These statements of need and their rationales are included in the "Evidence of Need" section of the Wisconsin State Plan for Career Education. After being reviewed by the Joint Task Force for Developing a Wisconsin State Plan for Career Education and the State Advisory Committee for Career Education a general goal was derived from each need statement; and short and long range objectives were identified for each goal. This process is discussed further in section F of this report under 9. Major Activities on page 25.

E. Identification of Nationwide - Statewide - Local Resources

Nationwide Career Education Resources. The survey of resources nationwide is an ongoing process. Materials from other states have been and will continue to be reviewed and filed, making use of ideas and strategies that are applicable to Wisconsin's State Plan.

Bibliographies were surveyed and appropriate materials were requested. Materials from the U.S. Office of Education, such as Federal Agencies for Career Education Services, were quite helpful and were utilized where appropriate. Library resources and ERIC documents were reviewed and utilized. "Basic Resource Documents on Career Education" from ERIC proved to be especially useful. Also, the report compiled by the National Center for Career Education (NCCE) in Missoula, Montana provided assistance in surveying the resources that other states have for career education. Key Resources in Career Education: An Annotated Guide, compiled by National Institute of Education (NIE), also provided good information.

It was the opinion of the developers of the Wisconsin State Plan for Career Education that it should not be a resource guide. Therefore, references are made to major national and state resources in the State Plan with emphasis on searching for and identifying resources in local communities.

State Career Education Resources. As mentioned in the preceding section of this report, NEEDS ASSESSMENT PROCEDURE, five of the instruments for assessing needs were combined with a survey of resources. Persons in agencies, associations, organizations and institutions having involvement with career education were contacted and surveyed to identify the following objectives.

1. To determine their attitudes and opinions about career education as defined in learner outcomes.

2. To determine what contributions (resources) their group could make to career education.

3. To determine what their group needed in order to make their maximum contributions.

In regard to the second objective, types of contributions suggested were the provision of leadership, support statements, workshops, printed materials, audio-visual materials, coordination of efforts with other groups, resource personnel, resource centers, assistance in planning, and encouragement of local counterparts to work within local communities, to cite a few examples. There were several open ended questions that solicited information specific for each group surveyed.

The groups were divided into 5 categories on the basis that the groups in each category had enough common characteristics that a separate survey form would not have to be developed for each of the approximately 45 groups surveyed. The categories are as follows:

State Government and Agencies - Form A
State Educational Associations - Form C
Occupational Groups (other than educators) - Form D
Special Support Groups - Form E
UW-System and Independent Colleges and Universities - PI-Q-67

See pages 20-21 in this report for a complete listing of the groups in each category and see Appendix A, Samples 17, 18, 19, 20, 21 for the instruments.

Initial contacts were made with persons representing these groups on the State Advisory Committee for Career Education; or, if the group did not have a representative on the advisory commitee, a state officer was contacted and ways were discussed to obtain input. In some cases, the survey forms were presented at a meeting of the executive committee or council, other organizations arranged mailing lists of selected individuals at decision making levels.

Three instruments were designed specifically to identify resources in various educational institutions in the state. These instruments were developed for LEAs (Form PI-Q-65), CESAs (Form PI-Q-66), VTAE districts (Form PI-Q-68) in addition to the combination survey of resources and needs assessment for colleges and universities (Form PI-Q-67) mentioned in the preceding section. (See Appendix A, Samples 22, 23, 24, 21 respectively)

Objectives for these survey of resources were:

1. To identify useful career education methods, materials, services developed in LEAs, CESAs, VTAE district, colleges and universities.

2. To identify resource persons or consultants for various functions in career education.

3. To identify model facilities for developing the exploration and preparation components of career education.

4. To identify recent relevant surveys or studies concerning career education.

5. To identify possible funding or funding suggestions for career education endeavors.

The information from the statewide survey of resources was utilized in identifying the resources necessary to carry out the objectives and operational plans listed in the State Plan on pages 50-143. The survey of resources also yielded a list of more than 300 resource persons at all grade levels and in all subject matter areas who can provide various kinds of consultant assistance. This was stated in the State Plan and arrangements can be made for this assistance by contacting the State Supervisor for Career Education at WDPI.

Local Career Education Resources. Appendix E of the "user trial draft" of the Wisconsin State Plan for Career Education is "Guidelines for the Development of Local Plans for Career Education." It contains suggestions for conducting a local survey of resources. It was the opinion of the developers that local community resources are of utmost importance if effective home-school-community collaboration is to exist in career education efforts. The nationwide and statewide availability of research results, specific media and materials, and consultant assistance have their place as resources; but day-to-day contacts and involvement with local resources are key elements in effective career education at the local level. When it is effective in enough local agencies, it will be effective statewide, and when it is effective in enough states, it will be effective nationwide.

F. Development of short and long range plans for development and implementation of career education.

Process Used in Setting Goals. Following the statewide needs assessment, the data were summarized into a set of seven summary tables (see Appendix B). Data which indicated significant need for career education were isolated. Information from a variety of sources was considered and combined with the needs assessment data. The other sources included: a Working Conference of Decision Makers Concerning a State Plan for Career Education held in March, 1975; ideas presented at the Wisconsin caucus at the Commissioner's National Conference on Career Education in Houston, November, 1976; the Wisconsin K-12 Guide for Integrating Career Education with Local Curriculum, and Wisconsin's Educational Goals. Ten statements of needs and parallel goals emerged from this process. It was the intent of the developers that the goals should be quite broad to give general direction to career education efforts. They can be made more specific by objectives and operational plans identified at the local level. Because the goals for career education in Wisconsin are broad, there is some overlapping with other educational goals. This overlapping exemplifies the fact that career education is not solely responsible for the attainment of the goals, but is a valuable strategy to be implemented in working toward their attainment.

It should be noted that because goal statements exist, it is not implied that there are no efforts being made at the present time in working toward the achievement of the goals. The goals give direction to career education on a continuous basis as achievements toward which to strive toward. The objectives and operational plans will be revised as they are accomplished, but the goals are broad with the intent that they will be relevant and useful for quite some time.

The ten goals that emerged and their rationales were presented to the State Advisory Committee for Career Education and its Joint Task Force for Developing a Wisconsin State Plan for Career Education. Based upon the approval of these two groups, these ten goals are listed on page 44 in the State Plan.

Performance objectives. The advisory committee and the joint task force assisted in writing performance objectives for the state level of the groups which they represented. Not all of these groups were able to submit objectives and operational plans relative to career education and appropriate for their groups. However, during the second year of this project, all of them will be informed and will have the opportunity to provide specific objectives for their groups. These new objectives will be included in the revised edition of the State Plan, to be completed by June, 1978.

In this edition of the State Plan, performance objectives are specified only for state level groups. Reluctant to infringe upon the autonomy of local communities, it was the opinion of the developers of the State Plan that performance objectives for individuals is a right and responsibility of the local level. However, to assist in the development of performance objectives, samples are provided in the "Guidelines for the Development of Local Plans for Career Education" (Appendix E, page 191, of the State Plan).

There are "enabling objectives" and "program objectives" identified in the State Plan. There is a discussion of these on pages 48-49 of the State Plan. The essence of this discussion is that enabling objectives provide opportunities for individuals to achieve performance objectives, and program objectives provide descriptions of conditions and occurances that give direction to enabling and performance objectives.

Strategies and Activities. In this State Plan, strategies and activities were consolidated into the term "operational Plans" and are stated in terms of what will actually happen to achieve the objectives. Again, specific operational plans are provided only for state level objectives for which the state education agencies and association are responsible. Samples of specific operational plans that might be identified at the local level are provided in the "Guidelines for the Development of Local Plans for Career Education" (Appendix E, page 191, of the State Plan).

Resources. These are identified in terms of personnel, time, facilities, materials, and funding that are necessary to carry out the operational plans.

Identification of short and long range plans and rationales. Short range plans include those which can be accomplished in one year or less. (In this case during the 1977-78 project year for the advanced development of a Wisconsin State Plan for Career Education). Long range plans include those which will take longer than one year. In order to meet USOE requirements of establishing one year and five year plans, the developers of the State Plan determined that it would be more feasible and realistic to plan in two time frames, one year plans and five year plans, rather than in five one year time frames. Therefore, the short range plans in Wisconsin's State Plan include objectives and operational plans that will accomplish short range objectives in 1977-78 and long range plans include operational plans that will accomplish long range objectives for 1978-82.

The format for the short and long range plans section of the State Plan is laid out in four columns on two facing pages. The headings of the four columns are: Short/Long Range Objectives, Short/Long Range Operational Plans, Resources, Evaluation. This was an attempt to integrate the plan and facilitate its use. Therefore, a user can see, at a glance, the goal at the top of the four columns, the objectives, how the objectives will be achieved, what will be needed to achieve them, and how the achievement of the objectives will be evaluated. This format eliminates flipping back and forth through several sections of the plan. Pages 50-143 in the State Plan contain the above information for all ten goals.

Setting Priorities. It was the opinion of the developers that priorities for individuals and local educational personnel should be done at the local level. Priorities at the state level were identified using the following two criteria: (1) funding is provided for the particular activity in either regular responsibilities of personnel/organizations or within the scope of the project for the advanced development of a Wisconsin State Plan for Career Education and (2) chronological order; that is, what must be done first to lay the groundwork for other things to follow.

Reactor Workshops to gain input from various populations and field testing the "Guidelines for the Development of Local Plans for Career Education" section of the State Plan in five LEAs are two major activities that meet both criteria. Funding is provided for them in the second year planning proposal and chronologically, they must be conducted next year so that there are adequate reactions for validation of the State Plan to proceed with implementation. Examples of priorities that meet the second criteria are objectives 6.3 and 6.4 which state that in 1977-78, models will be identified for the most effective methods of training and retraining school staff to implement career education strategies. Objectives 6.9 and 6.10 state that in 1978-82, Inservice Teams will be trained and preservice training workshops will be held and the inservice and preservice training will be implemented throughout the state. Thus, the most effective inservice and preservice models need to be identified in 1977-78 before they can be implemented throughout the state. Although funding is not provided for identification of these models within the project budget for the State Plan nor within the regular responsibilities of personnel/organizations, it has been funded by USOE as a demonstration project.

All objectives and operational plans are to be reviewed annually and some will be deleted, revised or replaced by new objectives for the following year. For example, objectives 6.3 and 6.4 will be deleted when the identification of the most effective training and retraining models has been accomplished. They will no longer be priorities. In 1978-79, objectives 6.9 and 6.10 will become priorities until they have been accomplished.

Priorities for career education activities that are contributions of state level business, labor, industry, and professional groups will be set by their decision making bodies. They may share them with the Joint Task Force for the Development of a Wisconsin State Plan for Career Education and/or the State Advisory Committee for Career Education to be included in the revised edition of the State Plan. At the local level, priorities of these groups may very likely be established in cooperation and collaboration with local education agencies and civic/support groups to carry out local plans for career education.

10. EVALUATION: METHODS, FINDINGS, IMPLICATIONS

1. Advisory Group. Meeting evaluation forms were filled out by advisory committee members after the first and third meetings, September 24, 1976, and April 19, 1977, respectively. Meeting evaluation forms were available for the second meeting, January 29, 1977, but there was a relatively small turn out due to bad weather. Attendees made positive verbal comments concerning the accomplishments of the meeting but did not turn in the evaluation forms. Summaries of responses from the other two meetings are in Appendix C. The majority of responses were very positive and it is planned to use the same format for future meetings.

2. Needs Assessment. Feedback was solicited from teachers involved in the pilot testing. It was generally positive concerning format and administration. Typographical errors were noted and corrected. On the basis of feedback a new answer sheet was developed. A checklist was kept of the selected sample schools and marked off when the assessment forms were returned. A great deal of interest was generated in LEAs by conducting the statewide career education needs assessment. Many requests have been received for copies of the instruments. Based on this, one of the tentative objectives for 1977-78 is to compile the instruments in a booklet form and distribute them with a guide for conducting local career education needs assessments. Copies of summary tables of the data were prepared and distributed to schools which participated in the needs assessment. Data for each school was summarized separately for those who requested it. In this way, comparisons could be made between their school district and the totals of the other 46 school districts.

3. Resource Identification. A checklist was kept to identify numbers of persons responding for each group and category and also to identify specific institutions where this was desired. Follow-ups could then be done for those having low responses. The implications from the survey of resources are that it is a monumental task and will require continued effort in 1977-78 state planning activities.

4. Short and Long Range Objectives. Pages 50-143 in the State Plan containing short and long range objectives, short and long range operational plans, resources and evaluation were pulled out of the rough draft of the State Plan and presented to a meeting of approximately 40 successful career education practitioners. Although the State Advisory Committee for Career Education and Joint Task Force have representatives from K-12 and post secondary education agencies and associations, the objective opinions of successful career education practitioners who had not been directly involved with the State Plan until this point, were desired. This meeting was held May 9, 1977. The members of the group were selected on the basis of past contributions to and knowledge of career education strategies. The fact that many of these practitioners were involved with day-to-day implementation of career education provided them with a variety of personal perspectives of the State Plan which they shared with the developers.

Each practitioner had several "Reaction Sheets" on which to record his/her comments. They also formed homogeneous small groups and made collective comments or suggestions when there was a consensus of opinion. All notations from reaction sheets were compiled. Several significant modifications were made, based on comments and suggestions from this group. The persons in attendance were also asked to evaluate the meeting. A summary of their responses is in Appendix C.

5. Dissemination Strategies. The main dissemination activity carried out and evaluated in 1976-77 was the May 9 meeting with approximately 40 successful career education practitioners. Its evaluation is the same one referred to above in Appendix C. See Dissemination Activities on page 33 of this report for additional activities that were not directly evaluated.

6. Program and Fiscal Management. There was a regular flow of information between the project director and the researcher and writer. The project director, members of the Joint Task Force and members of the State Advisory Committee provided direction, suggestions and input as the researcher/writer prepared various sections of the state plan. In this way there was periodic feedback and communication for on-going evaluation. The Bureau of Fiscal Services of the Wisconsin Department of Public Instruction is responsible for the fiscal management of this project. (See attached Financial Status Report.)

11. PROBLEMS AND/OR CHANGES IN PROJECT SCOPE

There were no changes in the scope of the project. About the only problem that arose was the lack of time to contact and inform all appropriate groups and obtain their input and reactions. The fact that there will be a second year of planning in which to obtain these reactions will enhance the development of the Wisconsin State Plan for Career Education.

12. DISSEMINATION ACTIVITIES

A public announcement that a State Plan for Career Education was being developed was made when notification was received of the grant award. Additional information was disseminated to persons attending the Wisconsin State Caucus at the National Conference on Career Education in Houston. Persons throughout the state gained information about the State Plan as they were asked to assist with the statewide needs assessment and survey of resources. Persons receiving the Wisconsin Career Education Consortium Newsletter are kept informed of progress on the State Plan by short articles in it. The May 9 meeting with local career education practitioners was a dissemination activity. Also on May 9, the project researcher and writer made a brief presentation to all state level subject matter specialists at a career education inservice session. The topic of her presentation concerned the role of state level subject matter specialist in implementing operational plans to achieve State Plan objectives.

Due to the fact that the State Plan was not completed until June 30, 1977, and was then sent to the printer, most dissemination activities are being planned for the 1977-78 project year.

13. SPECIAL ACTIVITIES

Role Stereotyping and provision of career education for handicapped persons. There is an objective in Goals 1-4 stating that "Individuals will identify sex, race and handicap stereotyped (career education) materials and processes and will take steps to counteract it." Goal 7 has an objective which states "School administrators and/or those to whom they assign leadership responsibilities will encourage staff, student, and community awareness of role stereotyping in career education and take action to eliminate it." Goal 5 states, "All individuals will have opportunities to participate in career education experiences in school and/or community settings regardless of age, sex, ethnic background; or disadvantaged, handicapped or gifted status." There are five short range objectives and one long range objective with corresponding operational plans, resources and suggested evaluations under Goal 5 to facilitate its implementation. In the "Guidelines for the Development of Local Plans for Career Education" within the State Plan there is a section on "Guidelines for Eliminating Role Stereotyping in Career Education Activities and Materials." It discusses the effects of role stereotyping and suggests things to look for in reviewing materials and ways to supplement stereotyped activities and materials. The inclusion of the above goal, objectives, and guidelines exemplifies that the elimination of role stereotyping and the provision of career education for all individuals is an integral part of the Wisconsin State Plan for Career Education.

Other Special activities. The twenty-one needs assessment instruments were revised as an independent activity by Arlys Gessner, project researcher and writer in cooperation with the Center for Vocational Education at the Ohio State University. These revised instruments are being compiled into a Wisconsin Career Education Needs Assessment and Survey of Resources Handbook which will soon be available from the Wisconsin Department of Public Instruction, 126 Langdon, Madison, Wisconsin, 53702 and will also be included in the 1977-78 final report.

One of the objectives of the 1977-78 project is to revise and update the Wisconsin K-12 Guide for Integrating Career Development with Local Curriculum. This has been begun and the new revised Career Education Model for Career Development and the Scope and Sequence Model for Career Development are included on pages 11-12 in the State Plan.

APPENDIX A

Key for Identification of Instruments Used in
Statewide Needs Assessment and Surveys of Resources

Form	Target Group
PI-Q-60	Pre-K Personnel
PI-Q-61	3rd Grade
PI-Q-62	6th Grade
PI-Q-63	9th Grade
PI-Q-64	12th Grade
PI-Q-65	LEA Survey of Resources
PI-Q-66	CESA Survey of Resources
PI-Q-67	Colleges & Universities Survey of Resources
PI-Q-68	VTAE Survey of Resources
PI-Q-69	Retired Persons
PI-Q-70	Parents
PI-Q-71	Adults
PI-Q-72	Teachers
PI-Q-73	Counselors
PI-Q-74	Administrators
PI-Q-75	Special Education Teachers
PI-Q-76	EMR Secondary Special Education Students
Form A	State Government and Agencies
Form C	State Educational Associations
Form D	Occupational Groups (Other than Educators)
Form E	Other Support Groups

Attachment

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

November 1, 1976

Dear Preschool Personnel:

The Wisconsin Department of Public Instruction has received a grant to develop a State Plan for Career Education, and a state-wide survey is being conducted to identify the career education needs of the pre-kindergarten through retirement population. The State Plan will include provisions to meet the needs that are identified.

Children form attitudes about themselves and the world of work at an early age. Therefore, it is important to include them when planning for Career Education. The Department of Public Instruction wants to know what assistance you need from the school, home, and community to help the preschool children in your program form positive attitudes about themselves and the world of work.

Your preschool program is part of a sample from throughout the state and your responses are important. Enclosed you will find a short survey form. Please fill it out and return it in the enclosed business reply envelope by November 19, 1976.

Thank you for your cooperation.

Sincerely yours,

Barbara Thompson

Barbara Thompson, Ph.D.
State Superintendent of Public Instruction

BT:bb

126 Langdon Street, Madison, Wisconsin 53702

Sample 1

Wisconsin Department of Public Instruction

SURVEY OF CAREER EDUCATION NEEDS

PI-Q-60

INSTRUCTIONS: Please complete and return in the enclosed envelope by November 19, 1976.

Type of Program	No. of Children Enrolled	No. of Staff
☐ Nursery School ☐ Head Start ☐ Day Care Center ☐ Other (specify) _____		

Circle the rating which best describes the degree to which you feel each opportunity or aid listed below is needed.

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less
To know about themselves and the world of work, the children need opportunities:				
1. to feel good about themselves.	4	3	2	1
2. to discover what things they can do.	4	3	2	1
3. to discover which things they like and which they dislike.	4	3	2	1
4. to learn about the many different kinds of jobs in our community.	4	3	2	1
5. to participate in activities (e.g. playing games, listening to stories, watching films, etc.) to learn about themselves and the world of work.	4	3	2	1
To provide career education for preschool children, I need:				
6. information about the concepts of career education.	4	3	2	1
7. information about resources and access to resources to help me teach about self-awareness and the world of work.	4	3	2	1
8. parent support and cooperation for career education efforts.	4	3	2	1
9. community support and cooperation for career education efforts.	4	3	2	1
10. suggestions on how to integrate self-awareness and career awareness with the children's activities.	4	3	2	1
11. opportunities to communicate with other preschool personnel to find out what they are doing to help children develop self-awareness and career awareness.	4	3	2	1
12. local coordination of career education efforts within our school district and community for the pre-kindergarten through retirement population.	4	3	2	1
13. state level coordination of career education efforts for the pre-kindergarten through retirement population.	4	3	2	1
14. Other needs? _____				

(please turn to other side)

15. Please write down any comments that you have about career education.

Thank you for responding. Please return to: Robert Meyer
Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

by November 19, 1976.

Directions for Administering

the

Third Grade Survey of Needs for Career Education

READ THE FOLLOWING TO YOUR STUDENTS:

In the space provided at the top of the page, write down what grade you are in, whether you are a boy or a girl and the name of your school. Stop after you have done this and I will read the rest of the directions.

There are many different things that you are learning. Some of the things that you are learning may be about yourself. Some of the things that you are learning may be about the world of work. We want to know "how much" you are learning about yourself and the world of work. To tell us "how much" you are learning, you have three (3) choices. Look at the top row of boxes. They are 3 different sizes for the 3 different choices. The biggest box means "a lot". The middle-sized box means "some". The smallest box means "a little". I will read each sentence to you twice. After I read each sentence, you will choose "how much" you are doing or learning, "a lot", or "some", or "a little", and put an X in that box. There are no right or wrong answers. What you choose is right for you. It does not matter what the person sitting next to you chooses.

There is one example. We will do it together so you can see how it is done. It says, "I am learning to play games at school." Now you choose how much you are learning to play games at school. If you are learning to play games at school "a lot", put an X in the big box. If you are learning to play games at school "some", put an X in the middle-sized box. If you are learning to play games at school "a little", put an X in the little box.

Remember, you may answer "a lot", "some", or "a little". Mark only one box for each sentence. Do not make any other marks on your paper. Are there any questions?"

********** _____ **********

TO THE TEACHER: Answer any questions and be sure that they know how to answer.

Read each statement aloud twice giving them time to make a choice and mark a box. Emphasize the words that are underlined in the statements on your copy.

********** _____ **********

1. I am finding out the things I <u>can</u> do.
2. I am finding out the things I <u>like</u> to do.
3. I am finding out the things I <u>do not like</u> to do.
4. I feel good about myself.
5. I am finding out the things that are <u>important</u> to me.
6. I am learning that there are many things I can do when I grow up.
7. I am learning about the many jobs it takes to get my food, clothing, and shelter.
8. I am learning how the things I learn in school will be useful outside of school.
9. I am learning about the different jobs in our community.
10. I am learning why people work.

********** _____ **********

After they are all finished, collect the papers, place them in the large white envelope, mark it with the grade, date, teacher, school, city, and return it to the person who asked you to administer this survey.

Thank you for your cooperation.

Wisconsin Department of Public Instruction

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Grade _____

Boy _____ Girl _____

School _____

Choices to be used →

	a lot	some	a little
EXAMPLE: I am learning to play games at school.	☐	☐	☐
1. I am finding out the things I can do.	☐	☐	☐
2. I am finding out the things I like to do.	☐	☐	☐
3. I am finding out the things I do not like to do.	☐	☐	☐
4. I feel good about myself.	☐	☐	☐
5. I am finding out the things that are important to me.	☐	☐	☐
6. I am learning that there are many things I can do when I grow up.	☐	☐	☐
7. I am learning about the many jobs it take to get my food, clothing, and shelter.	☐	☐	☐
8. I am learning how the things I learn in school will be useful outside of school.	☐	☐	☐
9. I am learning about the different jobs in our community.	☐	☐	☐
10. I am learning why people work.	☐	☐	☐

Directions for Administering the State-Wide Survey of Needs for Career Education

FORMS: PI-Q-62 (6th grade)
PI-Q-63 (9th grade)
PI-Q-64 (12th grade)

Thank you for helping to survey the needs for career education in your school. Please read the following directions before administering the survey. This will take approximately 15-20 minutes. Each student should have the following:

1. a State-Wide Survey of Needs for Career Education (blue form for 6th grade, yellow form for 9th grade, green form for 12th grade)
2. an answer sheet (printed with blue ink)
3. a number 2 pencil (Pencils are not included in this packet)

Read the directions aloud at the top of the survey to make sure that they are understood. Have students write the name of the school, city, grade, date and their sex at the top of the answer sheet. Make sure students mark their responses on the answer sheet rather than the survey form. Note to students that their responses will be marked from left to right <u>across</u> the answer sheets.

If students have questions, tell them to use their own best interpretation for the meaning of statements. If you have students in your class with reading difficulties, you may read the statements aloud to them.

Return the completed answer sheets in the 10x13 envelope provided. Please fill in the information requested on the front of the envelope. Place the survey forms and extra answer sheets with the envelope and return to the person who asked you to administer this survey.

Thank you for your cooperation.

Wis. Dept. of Public Instruction
PI-Q-62

10/76
Sample 3

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Your school and community need your help. They want to know how to best prepare students for the world outside of school. Career education combines the efforts of your school, home, and community so you can learn as much as possible about yourself and the world of work.

DIRECTIONS: Use a pencil and mark all of your responses on the answer sheet that is provided. Do not write on this form. At the top of the answer sheet, write the name of your school and city, your grade, the date, and your sex. Read each statement carefully. Decide how much you feel you need the career education opportunity described compared to the amount you are now receiving. There are no right or wrong answers, only what you think you need for yourself.

On the answer sheet: darken the O under "1" if you feel you need "less".
darken the O under "2" if you feel you need "the same amount".
darken the O under "3" if you feel you need "more".
darken the O under "4" if you feel you need "a great deal more".

Career Education Opportunity	I need this: less	same amount	more	great deal more
1. I need to discover what is important to me.	1	2	3	4
2. I need to feel good about the things I do.	1	2	3	4
3. I need to know how to buy and sell things.	1	2	3	4
4. I need to know about many kinds of jobs so I can choose among them.	1	2	3	4
5. I need to find out how people feel about their jobs.	1	2	3	4
6. I need to learn how my school subjects will be useful in the world outside of school.	1	2	3	4
7. I need to learn how different careers require different knowledge, abilities, and attitudes.	1	2	3	4
8. I need to discover what activities I can do better than others.	1	2	3	4
9. I need to discover what activities I like and dislike.	1	2	3	4
10. I need to know what kinds of jobs there will be in the future.	1	2	3	4

52 (please turn to other side)

Career Education Opportunity	I need this: less	same amount	more	great deal more
11. I need to learn about the many different jobs it takes to get my food, clothing and shelter.	1	2	3	4
12. I need opportunities to talk to workers about their careers, by visiting them at their place of work or having them speak to us at school.	1	2	3	4
13. I need to know how possible career choices will affect my personal life.	1	2	3	4
14. I need to match up my interests and abilities with possible career choice areas.	1	2	3	4
15. I need opportunities to "try out" a particular job in which I am interested.	1	2	3	4
16. I need information about resources to find out more about myself and various careers. (Examples of resources are: books, counselors, field trips, films, filmstrips, etc.)	1	2	3	4
17. I need to learn how to make decisions and choices.	1	2	3	4
18. I need to learn how labor unions affect workers and their jobs.	1	2	3	4

Thank you for responding.

Name of School: _____ City: _____

Grade: _____ Date: _____ Instrument: _____

Directions: Darken the box indicating your response to each item.
Completely erase any response you want to change.

NOTE - The item numbers go across the page.

	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
1	0	0	0	0	2	0	0	0	0	3	0	0	0	0	4	0	0	0	0
5	0	0	0	0	6	0	0	0	0	7	0	0	0	0	8	0	0	0	0
9	0	0	0	0	10	0	0	0	0	11	0	0	0	0	12	0	0	0	0
13	0	0	0	0	14	0	0	0	0	15	0	0	0	0	16	0	0	0	0
17	0	0	0	0	18	0	0	0	0	19	0	0	0	0	20	0	0	0	0
21	0	0	0	0	22	0	0	0	0	23	0	0	0	0	24	0	0	0	0
25	0	0	0	0	26	0	0	0	0	27	0	0	0	0	28	0	0	0	0
29	0	0	0	0	30	0	0	0	0	31	0	0	0	0	32	0	0	0	0
33	0	0	0	0	34	0	0	0	0	35	0	0	0	0	36	0	0	0	0
37	0	0	0	0	38	0	0	0	0	39	0	0	0	0	40	0	0	0	0

Comments:

Sample 4
(Accessory)

Directions for Administering
the
State-Wide Survey of Needs for Career Education

FORMS: PI-Q-62 (6th grade)
PI-Q-63 (9th grade)
PI-Q-64 (12th grade)

Thank you for helping to survey the needs for career education in your school. Please read the following directions before administering the survey. This will take approximately 15-20 minutes. Each student should have the following:

1. a State-Wide Survey of Needs for Career Education (blue form for 6th grade, yellow form for 9th grade, green form for 12th grade)
2. an answer sheet (printed with blue ink)
3. a number 2 pencil (Pencils are not included in this packet)

Read the directions aloud at the top of the survey to make sure that they are understood. Have students write the name of the school, city, grade, date and their sex at the top of the answer sheet. Make sure students mark their responses on the answer sheet rather than the survey form. Note to students that their responses will be marked from left to right <u>across</u> the answer sheets.

If students have questions, tell them to use their own best interpretation for the meaning of statements. If you have students in your class with reading difficulties, you may read the statements aloud to them.

Return the completed answer sheets in the 10x13 envelope provided. Please fill in the information requested on the front of the envelope. Place the survey forms and extra answer sheets with the envelope and return to the person who asked you to administer this survey.

Thank you for your cooperation.

PI-Q-63

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Your school and community need your help. They want to know how to best prepare students for the world outside of school. Career education combines the efforts of your school, home, and community so you can learn as much as possible about yourself and the world of work.

DIRECTIONS: Use a pencil and mark all of your responses on the answer sheet that is provided. Do not write on this form. At the top of the answer sheet, write the name of your school and city, your grade, the date, and your sex. Read each statement carefully. Decide how much you feel you need the career education opportunity described compared to the amount you are now receiving. There are no right or wrong answers, only what you think you need for yourself.

On the answer sheet: darken the O under "1" if you feel you need "less".
darken the O under "2" if you feel you need "the same amount".
darken the O under "3" if you feel you need "more".
darken the O under "4" if you feel you need "a great deal more".

Career Education Opportunity I need:	I need this: less	same amount	more	great deal more
1. help in discovering what is important to me.	1	2	3	4
2. opportunities to become self-confident in the things I do and in working with other people.	1	2	3	4
3. help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life.	1	2	3	4
4. help in learning human relations skills to get along well with fellow workers, friends, and family members.	1	2	3	4
5. information about how occupations I might choose would affect my lifestyle.	1	2	3	4
6. information about how to use available resources to find out about myself and possible career choices. (Examples of resources are: books, counselors, films/fimstrips, resource persons, etc.)	1	2	3	4
7. help in discovering if I am interested in working primarily with people, ideas, or things.	1	2	3	4
8. help in matching up my interests and abilities with possible career choice areas.	1	2	3	4
9. help in choosing school courses that will relate to my tentative choice of career fields.	1	2	3	4

(please turn to other side)

Career Education Opportunity I need:	I need this: less	same amount	more	great deal more
10. help in understanding the influences of labor, management, government, and society on work.	1	2	3	4
11. information about what jobs there are current and future trends in the job market.	1	2	3	4
12. help in learning about the importance of preparing for a group of related jobs as well as for a specific job.	1	2	3	4
13. information about education and training requirements and opportunities for the types of occupations in which I am interested.	1	2	3	4
14. information about expectations employers or higher education institutions will have of me.	1	2	3	4
15. help in planning and preparing for a "next step" beyond high school in either employment or further education.	1	2	3	4
16. help in developing skills to find a job such as writing a resume filling out application forms, and conducting myself in an interview.	1	2	3	4
17. help in finding a job while still in high school.	1	2	3	4

Darken the O under the number on the answer sheet that corresponds to your choice on the following items.

18. Have you decided on a tentative career choice?

    1. yes
    2. no

19. How sure of it are you?

    1. quite sure
    2. generally sure
    3. generally unsure
    4. quite unsure

20. Please write down any other needs you may have on the bottom of the answer sheet.

21. Comments: (please write them on the bottom of the answer sheet)

Thank you for responding.

57

Sample 4
(Accessory)

Name of School: _____ City: _____

Grade: _____ Date: _____ Instrument: _____

Directions: Darken the box indicating your response to each item.
Completely erase any response you want to change.

NOTE - The item numbers go across the page.

	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
1	0	0	0	0	2	0	0	0	0	3	0	0	0	0	4	0	0	0	0
5	0	0	0	0	6	0	0	0	0	7	0	0	0	0	8	0	0	0	0
9	0	0	0	0	10	0	0	0	0	11	0	0	0	0	12	0	0	0	0
13	0	0	0	0	14	0	0	0	0	15	0	0	0	0	16	0	0	0	0
17	0	0	0	0	18	0	0	0	0	19	0	0	0	0	20	0	0	0	0
21	0	0	0	0	22	0	0	0	0	23	0	0	0	0	24	0	0	0	0
25	0	0	0	0	26	0	0	0	0	27	0	0	0	0	28	0	0	0	0
29	0	0	0	0	30	0	0	0	0	31	0	0	0	0	32	0	0	0	0
33	0	0	0	0	34	0	0	0	0	35	0	0	0	0	36	0	0	0	0
37	0	0	0	0	38	0	0	0	0	39	0	0	0	0	40	0	0	0	0

Comments:

Directions for Administering
the
State-Wide Survey of Needs for Career Education

FORMS: PI-Q-62 (6th grade)
PI-Q-63 (9th grade)
PI-Q-64 (12th grade)

Thank you for helping to survey the needs for career education in your school. Please read the following directions before administering the survey. This will take approximately 15-20 minutes. Each student should have the following:

1. a State-Wide Survey of Needs for Career Education (blue form for 6th grade, yellow form for 9th grade, green form for 12th grade)
2. an answer sheet (printed with blue ink)
3. a number 2 pencil (Pencils are not included in this packet)

Read the directions aloud at the top of the survey to make sure that they are understood. Have students write the name of the school, city, grade, date and their sex at the top of the answer sheet. Make sure students mark their responses on the answer sheet rather than the survey form. Note to students that their responses will be marked from left to right across the answer sheets.

If students have questions, tell them to use their own best interpretation for the meaning of statements. If you have students in your class with reading difficulties, you may read the statements aloud to them.

Return the completed answer sheets in the 10x13 envelope provided. Please fill in the information requested on the front of the envelope. Place the survey forms and extra answer sheets with the envelope and return to the person who asked you to administer this survey.

Thank you for your cooperation.

Wis. Dept. of Public Instruction
PI-Q-64

10/76

Sample 5

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Your school and community need your help. They want to know how to best prepare students for the world outside of school. Career education combines the efforts of your school, home, and community so you can learn as much as possible about yourself and the world of work.

DIRECTIONS: Use a pencil and mark all of your responses on the answer sheet that is provided. Do not write on this form. At the top of the answer sheet, write the name of your school and city, your grade, the date, and your sex. Read each statement carefully. Decide how much you feel you need the career education opportunity described compared to the amount you are now receiving. There are no right or wrong answers, only what you think you need for yourself.

On the answer sheet: darken the O under "1" if you feel you need "less".
darken the O under "2" if you feel you need "the same amount".
darken the O under "3" if you feel you need "more".
darken the O under "4" if you feel you need "a great deal more".

Career Education Opportunity I need:	I need this: less	same amount	more	great deal more
1. help in discovering what my values are.	1	2	3	4
2. opportunities to become self-confident in the things I do and in working well with other people.	1	2	3	4
3. help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life.	1	2	3	4
4. help in learning human relations skills to get along well with fellow workers, friends, and family members.	1	2	3	4
5. information about how occupations I might choose would affect my lifestyle.	1	2	3	4
6. information about how to use available resources to find out about myself and possible career choices. (Examples of resources are: books, counselors, films/filmstrips, resource persons, etc.)	1	2	3	4
7. help in discovering if I am interested in working primarily with people, ideas or things.	1	2	3	4
8. help in matching up my interests and abilities with possible career choice areas.	1	2	3	4
9. help in choosing school courses that will relate to my chosen career field.	1	2	3	4

(please turn to other side)

Career Education Opportunity I need:	I need this: less	same amount	more	great deal more
10. help in understanding the influences of labor, management, government, and society on work.	1	2	3	4
11. information about current and future trends in the job market.	1	2	3	4
12. help in learning about the importance of preparing for a group of related jobs as well as for a specific job.	1	2	3	4
13. information about education and training requirements and opportunities for the types of occupations in which I am interested.	1	2	3	4
14. opportunities for work-study, co-op, or part-time work to get on-the-job work experiences and "try out" a particular job in which I am interested.	1	2	3	4
15. information about expectations employers or higher education institutions will have of me.	1	2	3	4
16. help in planning and preparing for a "next step" beyond high school, in either employment or further education.	1	2	3	4
17. help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview.	1	2	3	4
18. help in finding a job while still in high school and/or upon exit from high school.	1	2	3	4
19. information about post-secondary schools.	1	2	3	4

Darken the O under the number on the answer sheet that corresponds to your choice on the following items.

20. Have you decided on a tentative career choice?

    1. yes 2. no

21. How sure of it are you?

    1. quite sure
    2. generally sure
    3. generally unsure
    4. quite unsure

22. When did you arrive at this career choice?

    1. during the last 3 months
    2. 3-6 months ago
    3. in 10th or 11th grade
    4. in 9th grade or earlier

23. Please write down any other needs you may have on the bottom of the answer sheet.

24. Comments: (please write them on the bottom of the answer sheet.)

Sample 5
(Accessory)

Name of School: _____ City: _____

Grade: _____ Date: _____ Instrument: _____

Directions: Darken the box indicating your response to each item.
Completely erase any response you want to change.

NOTE - The item numbers go across the page.

	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
1	0	0	0	0	2	0	0	0	0	3	0	0	0	0	4	0	0	0	0
5	0	0	0	0	6	0	0	0	0	7	0	0	0	0	8	0	0	0	0
9	0	0	0	0	10	0	0	0	0	11	0	0	0	0	12	0	0	0	0
13	0	0	0	0	14	0	0	0	0	15	0	0	0	0	16	0	0	0	0
17	0	0	0	0	18	0	0	0	0	19	0	0	0	0	20	0	0	0	0
21	0	0	0	0	22	0	0	0	0	23	0	0	0	0	24	0	0	0	0
25	0	0	0	0	26	0	0	0	0	27	0	0	0	0	28	0	0	0	0
29	0	0	0	0	30	0	0	0	0	31	0	0	0	0	32	0	0	0	0
33	0	0	0	0	34	0	0	0	0	35	0	0	0	0	36	0	0	0	0
37	0	0	0	0	38	0	0	0	0	39	0	0	0	0	40	0	0	0	0

Comments:

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

DATE: October 25, 1976

TO: Administrators of Districts Included in Sampling

FROM: Barbara Thompson, Ph.D. B.T.
State Superintendent of Public Instruction

SUBJECT: NEEDS ASSESSMENT, STATE PLAN FOR CAREER EDUCATION

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education. As a first step in the development of this plan, we are conducting a statewide assessment of needs concerning career education, and your school district is included in a representative sampling for determining the needs of both students and staff. The information obtained will enable the Joint Task Force for Developing a State Plan for Career Education to include provisions for meeting identified needs.

Our time schedule calls for sending you the survey forms for each group the first week in November and your returning them to the Department of Public Instruction by November 19, 1976.

The particular groups that will be included in this assessment are the third grade at _____, the sixth grade at _____, the ninth grade at _____, the twelfth grade at _____, and all teachers, counselors, and administrative personnel in your district.

You may coordinate this needs assessment as you see fit. If you plan to assign another person such as a counselor, an LVEC, or a director of instruction to oversee this needs assessment, please notify Robert S. Meyer, Supervisor of Career Education, Department of Public Instruction, so correspondence can be directed to that person.

To help us determine the career education needs of parents and adults, we are also requesting that each of the above students take home an appropriate survey form. However, your school district will not be responsible for seeing that these are returned. Postage paid envelopes will be attached for returning them directly to the Department of Public Instruction.

Your cooperation in this important task will be appreciated.

BT:bb

126 Langdon Street, Madison, Wisconsin 53702

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

DATE: November 1, 1976

TO:

FROM: Arlys Gessner, Researcher and Writer for Developing the Wisconsin State Plan for Career Education

Robert S. Meyer, Career Education Supervisor, Department of Public Instruction

SUBJECT: Needs Assessment for Career Education

You have already received a memorandum from Dr. Thompson asking your school to participate in assessing the career education needs of 3rd, 6th, 9th and 12th grade students in specified schools in your district. Because a stratified random sample is being used, only one classroom of each grade level is needed to respond to the surveys. If there is some problem using the schools that were specified in Dr. Thompson's memo, please substitute another school and make a note to that effect when the surveys are returned.

Each of the packets for the grades 3, 6, 9, 12 includes enough surveys for one classroom and directions for the teacher who will be administering the needs survey. The classrooms selected should include both male and female students and should be representative of students in that school. The number of surveys in each packet for the classrooms were put together based on the best available statistics about classroom size. If more survey forms are needed to accommodate classes larger than 30 students, please reproduce additional copies.

FORMS FOR STUDENTS

In the materials shipped to your school district the packets inside are marked with Roman numerals.

- Packet I goes to a third grade classroom at _____.
- Packet II goes to a sixth grade classroom at _____.
- Packet III goes to a ninth grade classroom at _____.
- Packet IV goes to a twelfth grade classroom at _____.
- Packet V goes to the secondary special education student classroom(s) in your district. (Not all school districts will receive Packet V.) (You (are) (are not) receiving packet V.)

126 Langdon Street, Madison, Wisconsin 53702

When the surveys in the above packets have been completed for grades 3, 6, 9, 12 and secondary special education students, please package them in the shipping bag in which they were mailed and return them by November 19 to:

Robert S. Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

FORMS FOR PARENTS OR GUARDIANS AND ADULTS

- Please have each student in the _____ grade classroom who is responding to the survey take home an envelope for "Parent" from Packet VI.
- Please have each student in the _____ grade classroom who is responding to the survey take home an envelope for "Adult" from Packet VII.

FORMS FOR TEACHERS, COUNSELORS, ADMINISTRATORS

- Please distribute the forms in Packet VIII to all of the special education teachers, elementary and secondary, in your school district. (Not all school districts will receive Packet VIII.)
  (You (are) (are not) receiving Packet VIII.)
- Please distribute the forms in Packet IX to teachers as noted on the front of the packet. Some will be distributed in each teacher's mail box, some in every other one, and some in every third one depending on the sample necessary from your school district.
- Please distribute the forms in Packet X to the counselors in your school district.
- Please distribute the forms in Packet XI to administrative personnel in your school district who are involved with instruction and guidance. These administrative positions are not specified because they and their titles vary among school districts. Some suggestions of whom to distribute the surveys in Packet XI are: district administrators and assistant district administrators; principals, assistant principals; supervisors, directors, coordinators of elementary, secondary, special and vocational education; special consultants.

The survey forms in Packets VI, VII, VIII, IX, X, XI, have business reply envelopes enclosed so your district is not responsible for seeing that they are returned.

Thank you very much for your cooperation in this project. The information will be used to develop the Wisconsin State Plan for Career Education. Please indicate if you would like a summary of the results from your school district to assist with your local planning.

Please contact us if we can be of further assistance.

Arlys Gessner, Telephone: 715/232-1382 (office)
715/235-0856 (home)
Robert Meyer, Telephone: 608/266-7987

Sample 8
Attachment

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue
MADISON, WISCONSIN 53702

November 1, 1976

Dear Wisconsin Citizen:

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education, and our Joint Task Force for Career Education needs your help in determining the career education needs of adults. (The Joint Task Force represents the Board of Vocational, Technical and Adult Education, Department of Public Instruction, University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities.) Career education combines the resources of state and local agencies, educational institutions, and community organizations to allow persons of all ages to make the most of their interests and abilities in relation to work and leisure activities.

You are part of a sample population throughout Wisconsin. Enclosed you will find a short survey form. The information from this survey will be used to identify the career education needs of adults. A State Plan for Career Education will be developed to meet the needs that are identified. Therefore, your responses are very important for the future planning of career education for adults.

Please fill out the enclosed survey form; your responses will be anonymous. Return the completed survey form in the enclosed postage paid envelope by November 19, 1976.

Thank you for your cooperation.

Sincerely yours,

Eugene Lehrmann

Eugene Lehrmann
State Director

EL/RM/ch

Enc.

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION 1976.

Sample B

DIRECTIONS: Below are statements about information and assistance that may be provided to you by the state or local communities to best utilize your interests and abilities in relation to your career. In the column at the right of the statement, circle the number that represents the amount of information or assistance that you feel you need.

Career Education Information or Assistance	Degree Needed				
	great deal more	more	same amount	less	don't know
I need:					
1. information on how to change my career or occupation.	5	4	3	2	1
2. information about where to obtain additional training or education.	5	4	3	2	1
3. information and help in finding, getting, and advancing in a job.	5	4	3	2	1
4. information about current and future trends in the job market.	5	4	3	2	1
5. adequate child care facilities so I can puruse my career.	5	4	3	2	1
6. help in making realistic plans for a meaningful and satisfying life, including planning for retirement.	5	4	3	2	1
7. information about how to fit my skills and inteests to a variety of related jobs.	5	4	3	2	1
8. opportunities to "try out" a job before I become committed to it.	5	4	3	2	1
9. information about specific resources for persons with special needs (such as handicapped, disadvantaged, or minority status.)	5	4	3	2	1
10. information about what employers and/or educational training programs will expect of me.	5	4	3	2	1
11. information about labor unions and other organizations related to employment.	5	4	3	2	1
12. opportunities and information about avocational activities (hobbies, crafts, volunteer services, leisure time recreation.)	5	4	3	2	1
13. counseling services for personal, family and employment concerns.	5	4	3	2	1
14. information about how a various occupations affect my lifestyle.	5	4	3	2	1
15. opportunities to develop human relations skills which will help me get along with fellow workers, friends, and family members.	5	4	3	2	1

(please turn to other side)

16. Please list other needs not included on first page.

Please mark the appropriate responses to the following statements.

17. The occupation I have now is related to my original training.

_____ 1. yes
_____ 2. somewhat
_____ 3. no

18. I am satisfied with my current occupation.

_____ 1. yes
_____ 2. somewhat
_____ 3. no

19. I would be doing the same job I am doing today if I had had the opportunity to explore all the occupations in which I was interested.

_____ 1. yes
_____ 2. probably
_____ 3. I don't know
_____ 4. no

20. Please indicate your sex:

_____ 1. male
_____ 2. female

21. In what age range are you?

_____ 1. 16-19 _____ 3. 25-29 _____ 5. 37-44 _____ 7. 56-65
_____ 2. 20-24 _____ 4. 30-36 _____ 6. 45-55 _____ 8. 65 or over

22. Size of your community:

_____ 1. 50-1,999 _____ 3. 7,000-11,999 _____ 5. 24,000-49,999
_____ 2. 2,000-6,999 _____ 4. 12,000-23,999 _____ 6. 50,000 or more

23. Please write down any other comments, suggestions, or concerns that you may have about career education.

Thank you for responding. Please return to: Robert Meyer
Career Education Supervisor
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

Sample 9
Attachment

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue
MADISON, WISCONSIN 53702

November 1, 1976

Dear Wisconsin Citizen:

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education, and our Joint Task Force for Career Education needs your help in determining the career education needs of retired persons. (The Joint Task Force represents the Board of Vocational, Technical and Adult Education, Department of Public Instruction, University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities.) Career Education combines the resources of state and local agencies, educational institutions, and community organizations to allow persons of all ages to make the most of their interests and abilities in relation to work and leisure activities.

You are part of a sample population throughout Wisconsin. Enclosed you will find a short survey form. The information from this survey will be used to identify the career education needs of retired persons. A State Plan for Career Education will be developed to meet the needs that are identified. Therefore, your responses are very important for the future planning of career education for retired persons.

Please fill out the enclosed survey form; your responses will be anonymous. Return the completed survey form in the enclosed postage paid envelope by November 19, 1976.

Thank you for your cooperation.

Sincerely yours,

Eugene Lehrmann

Eugene Lehrmann
State Director

EL/RH/ch

Enc.

59

PI-Q-69
10/76

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

DIRECTIONS: Below are statements about information and assistance that may be provided to you by the state or local communities concerning work and leisure activities. Read each statement carefully. In the column at the right of the statement, circle the number that represents the amount of information and assistance that you need.

Circle "5" if you need a "great deal more"
Circle "4" if you need "more"
Circle "3" if you need the "same amount"
Circle "2" if you need "less"
Circle "1" if you "don't know"

Career Education Information or Assistance	Degree of Need				
	great deal more	more	same amount	less	don't know
I need:					
1. information about continuing educational programs that are available to retired persons.	5	4	3	2	1
2. information about situations where I can use my specialized experience that I gained while employed.	5	4	3	2	1
3. information about specific resources that are available to retired persons.	5	4	3	2	1
4. information about specific resources for persons with special needs (handicapped, disadvantaged, minority status.)	5	4	3	2	1
5. information about a specific job or activity in which I am interested.	5	4	3	2	1
6. opportunities to learn vocational and academic skills that I want or need for my own use.	5	4	3	2	1
7. help in adjusting my life plans based on new information about myself and available opportunities.	5	4	3	2	1
8. help in locating part-time employment if I choose to do so.	5	4	3	2	1
9. counseling services for personal, family, and possible employment concerns.	5	4	3	2	1
10. help in determining what special skills and abilities I possess.	5	4	3	2	1
11. opportunities for avocational activities (hobbies, crafts, volunteer services, leisure time recreation.)	5	4	3	2	1
12. help in matching my interests and abilities to volunteer activities and/or part-time employment.	5	4	3	2	1

(please turn to other side)

Career Education Information or Assistance	Degree of Need				
	great deal more	more	same amount	less	don't know
I need:					
13. help in making the community aware that retired persons have significant contributions to make.	5	4	3	2	1
14. opportunities to gain self-confidence in things I do.	5	4	3	2	1
15. opportunities to gain self-confidence in working with other people.	5	4	3	2	1
16. help in making realistic plans for a meaningful and satisfying life.	5	4	3	2	1
17. help in discovering which activities give me the most self-satisfaction.	5	4	3	2	1

18. Please list other needs you may have _____

_____

19. Please list any comments, suggestions, or concerns that you may have about career education.

20. Please indicate your sex:

_____ 1. male

_____ 2. female

21. Size of your community:

_____ 1. 50-1999

_____ 2. 2000-6999

_____ 3. 7000-11,999

_____ 4. 12,000-23,999

_____ 5. 24,000-49,999

_____ 6. 50,000 or more

Thank you for your response. Please return to: Robert Meyer
Supervisor for Career Education
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

Sample 10

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue
MADISON, WISCONSIN 53702

MEMORANDUM

November 1, 1976

TO: Persons Receiving Mail for Senior Citizen Organizations

FROM: Eugene Lehrmann, State Director of Vocational, Technical and Adult Education

SUBJECT: STATE-WIDE SURVEY OF CAREER EDUCATION NEEDS FOR RETIRED CITIZENS

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education, and our Joint Task Force for Career Education needs your help in determining the career education needs of retired persons. (The Joint Task Force represents the Board of Vocational, Technical and Adult Education, Department of Public Instruction, University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities.) Career Education combines the resources of state and local agencies, educational institutions, and community organizations to allow persons of all ages to make the most of their interests and abilities in relation to work and leisure activities.

It is important that career education be available to persons in Wisconsin from early childhood through retirement. However, needs change with maturity. Thus, we are currently in the process of determining the career education needs of people in various age groups, including senior citizens.

Enclosed are twelve copies of a survey form designed to identify career education needs. Each survey form has an attached cover letter for explanation and a postage paid envelope to return it. Please distribute these to twelve of your members at your next meeting. You may include yourself in the twelve if you choose. All responses will be anonymous. The reason we are asking for only twelve in your group to respond rather than your entire membership is that we are seeking a random sample from throughout the state.

It is intended that the Wisconsin State Plan for Career Education will include provisions for meeting the needs identified in this survey. Therefore, your cooperation is very important.

Thank you for your help. If you have any questions, please contact:

Robert Meyer, Career Education Supervisor
Wis. Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
608/266-7987

EL/RM/cj

Sample 11
Attachment

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

November 1, 1976

Dear Parent or Guardian:

The Wisconsin Department of Public Instruction needs your help in determining what your child needs in career education. Career education combines the resources of school, home, and community to help students learn as much as possible about themselves and the world of work.

You are part of a sample population of parents throughout Wisconsin. Enclosed you will find a short survey form. The information from this survey will be used to develop a State Plan for Career Education. Therefore, your responses are very important for the future planning of career education.

Please fill out the survey form; your responses will be anonymous. Return the completed survey in the enclosed postage paid envelope by November 19, 1976.

Thank you for your cooperation.

Sincerely yours,

Barbara Thompson

Barbara Thompson, Ph.D.
State Superintendent for Public Instruction

BT:bb

126 Langdon Street, Madison, Wisconsin 53702

Wisconsin Department of Public Instruction
PI-Q-70
State-Wide Survey of Needs for Career Education

Sample 11

INSTRUCTIONS: Please complete and return in the enclosed envelope by November 19, 1976.

Town:	No. of Children	Grades they are in:	

At the right of each statement, circle the rating which best describes the degree to which you feel each opportunity or aid is needed by your child (children).

Career Education Opportunity or Aid My child needs: (My children need:)	Degree Needed great deal more	more	same amount	less	don't know
1. help in developing positive attitudes toward self, school, and work.	5	4	3	2	1
2. help in learning to appreciate the personal, social, and economic significance of work.	5	4	3	2	1
3. help in exploring her/his interests, skills, personal traits, personal needs, and personal values as an aid to career planning.	5	4	3	2	1
4. help in relating what he/she does in school to various occupations.	5	4	3	2	1
5. opportunities to go to work with me and/or visit other persons at their work to gain exposure to the world of work.	5	4	3	2	1
6. information about the wide variety of occupations in business, government, and industry in our community.	5	4	3	2	1

STOP HERE IF YOUR CHILD IS GRADE 6 OR BELOW, SKIP TO STATEMENT 18 AND COMPLETE THE SURVEY.

7. help in learning about and exploring a wide variety of jobs.	5	4	3	2	1
8. help in considering how a career choice may affect her/his lifestyle.	5	4	3	2	1
9. information about current and future trends in the job market.	5	4	3	2	1
10. opportunities to test his/her interests and skills through paid or unpaid, actual or simulated work experience.	5	4	3	2	1
11. help in developing skills that will aid in career planning (examples of skills are: information-gathering, decision-making, etc.)	5	4	3	2	1
12. help in becoming aware of expectations that an employer or a higher educational institution will have of him/her.	5	4	3	2	1

(please turn to other side)

Career Education Opportunity or Aid My child needs: (My children need:)	Degree Needed great deal more	more	some	little	don't know
13. help in formulating a flexible career plan.	5	4	3	2	1
14. preparation for a "next step" when leaving the public school, in either immediate employment or continuing education.	5	4	3	2	1
15. information about how to get, hold, and advance on a job.	5	4	3	2	1
16. information about how to qualify for entrance and how to succeed in post-secondary school.	5	4	3	2	1
17. placement services upon exit from high school either in employment or further education.	5	4	3	2	1

18. Please list other needs your child may have. _____

As a parent, in order to help my child (children) with career education, I need:

19. information about school and community career education efforts.	5	4	3	2	1
20. information about how I, as a parent, can foster a good self-concept in my child.	5	4	3	2	1
21. information about home family projects that we can do to expand my child's self-awareness and career awareness.	5	4	3	2	1
22. opportuntities to become familiar with our school system's career education guide.	5	4	3	2	1
23. opportunities to become familiar with career education resources materials available in my community and suggestions on how to use them.	5	4	3	2	1
24. opportunities to learn what other parents are doing in career education for their children.	5	4	3	2	1
25. suggestions and examples of how I can provide career education in the home.	5	4	3	2	1
26. suggestions for how I can help my child develop skills in career planning. (Examples of skills are information-gathering, decision-making, etc.)	5	4	3	2	1

27. Please list other needs you may have. _____

28. Please write any other comments or suggestions that you have about career education.

_____

Thank you for responding. Please return to: Robert Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

Sample 12
Attachment

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

DATE: November 1, 1976

TO: A Representative Sample of Teachers, Counselors, and Administrators

FROM: Barbara Thompson, Ph.D. BT.
State Superintendent of Public Instruction

SUBJECT: STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education and a Joint Task Force has been appointed to produce this plan. The task force includes representatives from the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. A State Advisory Committee for Career Education will also provide assistance and advice in the development of this document.

The proposal to develop the Wisconsin State Plan for Career Education calls for a state-wide assessment of needs and survey of resources. All of the LEAs have been asked to help determine what resources are currently available for career education. Your school district is in the sample being asked to assist with the assessment of student needs and you are in the sample population to assess the needs of teachers, counselors, and administrators.

Enclosed you will find a survey form. It is intended that the Wisconsin State Plan for Career Education will contain provisions to meet the needs that you indicate. Your cooperation is most important.

Please complete the survey form and return it in the enclosed postage paid envelope by November 19, 1976, to:

Robert Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

bb

Enclosure

126 Langdon Street, Madison, Wisconsin 53702

Wis. Dept. of Public Instruction
PI-Q-72
STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Sample 12

INSTRUCTIONS: Please complete and return in the attached envelope by November 19, 1976.

Circle the rating which best describes the degree to which you feel each career education opportunity or aid listed below is needed.

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less	don't know
▶ Our students need help (from school and community) to:					
1. develop effective decision-making skills.	5	4	3	2	1
2. become aware of how they can apply their skills to related jobs rather than being limited to only one.	5	4	3	2	1
3. develop positive attitudes toward themselves, school and work.	5	4	3	2	1
4. relate what they learn to occupations.	5	4	3	2	1
5. develop an appreciation for the personal, social, and economic significance of work.	5	4	3	2	1
6. develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning.	5	4	3	2	1
7. become aware of the many occupational options open to them.	5	4	3	2	1
8. consider how their career choice may affect their lifestyle.	5	4	3	2	1
9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	5	4	3	2	1
10. become aware of current and future trends in the job market.	5	4	3	2	1
11. develop an understanding and appreciation of our free enterprise system.	5	4	3	2	1
12. become aware of expectations that employers and higher educational institutions will have of them.	5	4	3	2	1
13. develop a flexible career plan.	5	4	3	2	1
14. be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	5	4	3	2	1
15. learn how to get, hold, and advance on a job.	5	4	3	2	1
16. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.	5	4	3	2	1
17. secure employment if they choose to do so.	5	4	3	2	1

 (please turn to other side)

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less	don't know
▶ In order to provide the above career education for students, as a teacher I need:					
18. coordination of career education efforts within our school system.	5	4	3	2	1
19. a policy statement from the Board of Education supporting career education.	5	4	3	2	1
20. cooperation of teachers in integrating career education with the school curriculum.	5	4	3	2	1
21. adequate evaluation systems for career education efforts.	5	4	3	2	1
22. assistance in identifying school and community resources for career education.	5	4	3	2	1
23. a system for cataloguing, locating, and utilizing available career education resources.	5	4	3	2	1
24. planned conferences for administrators, teachers and counselors to share ideas and resources.	5	4	3	2	1
25. released time for teachers, administrators, and counselors to develop local career education materials.	5	4	3	2	1
26. a local needs assessment for career education.	5	4	3	2	1
27. a local plan for career education.	5	4	3	2	1
28. communication and cooperation between school and community to facilitate career education.	5	4	3	2	1
29. inservice training for school staff concerning career education.	5	4	3	2	1
30. motivation to use career education strategies to improve guidance and instruction.	5	4	3	2	1
31. a program of "testing" to help students identify their interests and abilities.	5	4	3	2	1
32. adequate communications between state agencies and local schools and communities.	5	4	3	2	1
33. adequate communications between teacher and counselor training institutions and local school district.	5	4	3	2	1
34. career education for all students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school.	5	4	3	2	1
35. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.	5	4	3	2	1

78 (please go on to next page)

Con't

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less	don't know
▶ In order to provide the above career education for students, as a teacher I need:					
36. suggestions and examples showing application of career education strategies in each subject area.	5	4	3	2	1
37. opportunities for teachers of like grade level or discipline to share what they are doing in career education.	5	4	3	2	1
38. follow-up activities to see where our students are 1 and 5 years after graduation.	5	4	3	2	1
39. counselor support for career education efforts.	5	4	3	2	1
40. administrative support for career education efforts.	5	4	3	2	1
41. parent support for career education efforts.	5	4	3	2	1
42. community support for career education efforts.	5	4	3	2	1

43. With which grade levels are you primarily involved? (Check all that apply.)

☐ 1. K-3 ☐ 3. 7-9 ☐ 5. post-secondary

☐ 2. 4-6 ☐ 4. 10-12

44. Other needs, comments, suggestions, concerns about career education?

45. City: _____ 46. School: _____

Thank you for responding. Please return to: Robert Meyer
Career Education Supervisor
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

79

Sample 13
Attachment

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

DATE: November 1, 1976

TO: A Representative Sample of Teachers, Counselors, and Administrators

FROM: Barbara Thompson, Ph.D. BT.
State Superintendent of Public Instruction

SUBJECT: STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education and a Joint Task Force has been appointed to produce this plan. The task force includes representatives from the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. A State Advisory Committee for Career Education will also provide assistance and advice in the development of this document.

The proposal to develop the Wisconsin State Plan for Career Education calls for a state-wide assessment of needs and survey of resources. All of the LEAs have been asked to help determine what resources are currently available for career education. Your school district is in the sample being asked to assist with the assessment of student needs and you are in the sample population to assess the needs of teachers, counselors, and administrators.

Enclosed you will find a survey form. It is intended that the Wisconsin State Plan for Career Education will contain provisions to meet the needs that you indicate. Your cooperation is most important.

Please complete the survey form and return it in the enclosed postage paid envelope by November 19, 1976, to:

Robert Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

bb

Enclosure

126 Langdon Street, Madison, Wisconsin 53702

80

PI-Q-73
STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

in the attached envelope by November 19, 1976.

Sample 13

Circle the rating which best describes the degree to which you feel each career education opportunity or aid listed below is needed.

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less	don't know
▶ Our students need help (from school and community) to:					
1. develop effective decision-making skills.	5	4	3	2	1
2. become aware of how they can apply their skills to related jobs rather than being limited to only one.	5	4	3	2	1
3. develop positive attitudes toward themselves, school and work.	5	4	3	2	1
4. relate what they learn to occupations.	5	4	3	2	1
5. develop an appreciation for the personal, social, and economic significance of work.	5	4	3	2	1
6. develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning.	5	4	3	2	1
7. become aware of the many occupational options open to them.	5	4	3	2	1
8. consider how their career choice may affect their lifestyle.	5	4	3	2	1
9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	5	4	3	2	1
10. become aware of current and future trends in the job market.	5	4	3	2	1
11. develop an understanding and appreciation of our free enterprise system.	5	4	3	2	1
12. become aware of expectations that employers and higher educational institutions will have of them.	5	4	3	2	1
13. develop a flexible career plan.	5	4	3	2	1
14. be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	5	4	3	2	1
15. learn how to get, hold, and advance on a job.	5	4	3	2	1
16. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.	5	4	3	2	1
17. secure employment if they choose to do so.	5	4	3	2	1

81

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less	don't know
▶ In order to provide the above career education for students, as a counselor, I need:					
18. coordination of career education efforts within our school system.	5	4	3	2	1
19. a policy statement from the Board of Education supporting career education.	5	4	3	2	1
20. cooperation of teachers in integrating career education with the school curriculum.	5	4	3	2	1
21. adequate evaluation systems for career education efforts.	5	4	3	2	1
22. assistance in identifying school and community resources for career education.	5	4	3	2	1
23. a system for cataloguing, locating, and utilizing available career education resources.	5	4	3	2	1
24. planned conferences for administrators, teachers and counselors to share ideas and resources.	5	4	3	2	1
25. released time for teachers, administrators, and counselors to develop local career education materials.	5	4	3	2	1
26. a local needs assessment for career education.	5	4	3	2	1
27. a local plan for career education.	5	4	3	2	1
28. communication and cooperation between school and community to facilitate career education.	5	4	3	2	1
29. inservice training for school staff concerning career education.	5	4	3	2	1
30. motivation to use career education strategies to improve guidance and instruction.	5	4	3	2	1
31. a program of "testing" to help students identify their interests and abilities.	5	4	3	2	1
32. adequate communications between state agencies and local schools and communities.	5	4	3	2	1
33. adequate communications between teacher and counselor training institutions and local school district.	5	4	3	2	1
34. career education for <u>all</u> students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school.	5	4	3	2	1
35. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.	5	4	3	2	1

(please go on to next page)

Sample 13
Con't

Career Education Opportunity or Aid	great deal more	more	same amount	less	don't know
▶ In order to provide the above career education for students, as a counselor, I need:					
36. suggestions and examples showing application of career education strategies in each subject area.	5	4	3	2	1
37. opportunities for teachers of like grade level or discipline to share what they are doing in career education.	5	4	3	2	1
38. follow-up activities to see where our students are 1 and 5 years after graduation.	5	4	3	2	1
39. teacher support for career education efforts.	5	4	3	2	1
40. administrative support for career education efforts.	5	4	3	2	1
41. parent support for career education efforts.	5	4	3	2	1
42. community support for career education efforts.	5	4	3	2	1

43. With which grade levels are you primarily involved? (Check all that apply.)

☐ 1. K-3 ☐ 3. 7-9 ☐ 5. post-secondary

☐ 2. 4-6 ☐ 4. 10-12

44. Other needs, comments, suggestions, concerns about career education?

45. City: _____ 46. School: _____

Thank you for responding. Please return to: Robert Meyer
Career Education Supervisor
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

Sample 14
Attachment

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

DATE: November 1, 1976

TO: A Representative Sample of Teachers, Counselors, and Administrators

FROM: Barbara Thompson, Ph.D. BT
State Superintendent of Public Instruction

SUBJECT: STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education and a Joint Task Force has been appointed to produce this plan. The task force includes representatives from the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. A State Advisory Committee for Career Education will also provide assistance and advice in the development of this document.

The proposal to develop the Wisconsin State Plan for Career Education calls for a state-wide assessment of needs and survey of resources. All of the LEAs have been asked to help determine what resources are currently available for career education. Your school district is in the sample being asked to assist with the assessment of student needs and you are in the sample population to assess the needs of teachers, counselors, and administrators.

Enclosed you will find a survey form. It is intended that the Wisconsin State Plan for Career Education will contain provisions to meet the needs that you indicate. Your cooperation is most important.

Please complete the survey form and return it in the enclosed postage paid envelope by November 19, 1976, to:

Robert Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

bb

Enclosure

Circle the rating which best describes the degree to which you feel each career education opportunity or aid listed below is needed.

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less	don't know
Our students need help (from school and community) to:					
1. develop effective decision-making skills.	5	4	3	2	1
2. become aware of how they can apply their skills to related jobs rather than being limited to only one.	5	4	3	2	1
3. develop positive attitudes toward themselves, school and work.	5	4	3	2	1
4. relate what they learn to occupations.	5	4	3	2	1
5. develop an appreciation for the personal, social, and economic significance of work.	5	4	3	2	1
6. develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning.	5	4	3	2	1
7. become aware of the many occupational options open to them.	5	4	3	2	1
8. consider how their career choice may affect their lifestyle.	5	4	3	2	1
9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	5	4	3	2	1
10. become aware of current and future trends in the job market.	5	4	3	2	1
11. develop an understanding and appreciation of our free enterprise system.	5	4	3	2	1
12. become aware of expectations that employers and higher educational institutions will have of them.	5	4	3	2	1
13. develop a flexible career plan.	5	4	3	2	1
14. be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	5	4	3	2	1
15. learn how to get, hold, and advance on a job.	5	4	3	2	1
16. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.	5	4	3	2	1
17. secure employment if they choose to do so.	5	4	3	2	1

85

(please turn to other side)

Career Education Opportunity or Aid	great deal more	more	same amount	less	don't know
In order to provide the above career education for students, as a administrator, I need:					
18. coordination of career education efforts within our school system.	5	4	3	2	1
19. a policy statement from the Board of Education supporting career education.	5	4	3	2	1
20. cooperation of teachers in integrating career education with the school curriculum.	5	4	3	2	1
21. adequate evaluation systems for career education efforts.	5	4	3	2	1
22. assistance in identifying school and community resources for career education.	5	4	3	2	1
23. a system for cataloguing, locating, and utilizing available career education resources.	5	4	3	2	1
24. planned conferences for administrators, teachers and counselors to share ideas and resources.	5	4	3	2	1
25. released time for teachers, administrators, and counselors to develop local career education materials.	5	4	3	2	1
26. a local needs assessment for career education.	5	4	3	2	1
27. a local plan for career education.	5	4	3	2	1
28. communication and cooperation between school and community to facilitate career education.	5	4	3	2	1
29. inservice training for school staff concerning career education.	5	4	3	2	1
30. motivation to use career education strategies to improve guidance and instruction.	5	4	3	2	1
31. a program of "testing" to help students identify their interests and abilities.	5	4	3	2	1
32. adequate communications between state agencies and local schools and communities.	5	4	3	2	1
33. adequate communications between teacher and counselor training institutions and local school district.	5	4	3	2	1
34. career education for <u>all</u> students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school.	5	4	3	2	1
35. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.	5	4	3	2	1

(please go on to next page)

Career Education Opportunity or Aid	great deal more	more	same amount	less	don't know
In order to provide the above career education for students, as a administrator, I need:					
36. suggestions and examples showing application of career education strategies in each subject area.	5	4	3	2	1
37. opportunities for teachers of like grade level or discipline to share what they are doing in career education.	5	4	3	2	1
38. follow-up activities to see where our students are 1 and 5 years after graduation.	5	4	3	2	1
39. counselor support for career education efforts.	5	4	3	2	1
40. teacher support for career education efforts.	5	4	3	2	1
41. parent support for career education efforts.	5	4	3	2	1
42. community support for career education efforts.	5	4	3	2	1

43. With which grade levels are you primarily involved? (Check all that apply.)

☐ 1. K-3 ☐ 3. 7-9 ☐ 5. post-secondary

☐ 2. 4-6 ☐ 4. 10-12

44. Other needs, comments, suggestions, concerns about career education?

Thank you for responding. Please return to: Robert Meyer
Career Education Supervisor
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

Sample 15
Attachment

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DATE: November 1, 1976

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

TO: A Representative Sample of Teachers, Counselors, and Administrators

FROM: Barbara Thompson, Ph.D. B.T.
State Superintendent of Public Instruction

SUBJECT: STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education and a Joint Task Force has been appointed to produce this plan. The task force includes representatives from the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. A State Advisory Committee for Career Education will also provide assistance and advice in the development of this document.

The proposal to develop the Wisconsin State Plan for Career Education calls for a state-wide assessment of needs and survey of resources. All of the LEAs have been asked to help determine what resources are currently available for career education. Your school district is in the sample being asked to assist with the assessment of student needs and you are in the sample population to assess the needs of teachers, counselors, and administrators.

Enclosed you will find a survey form. It is intended that the Wisconsin State Plan for Career Education will contain provisions to meet the needs that you indicate. Your cooperation is most important.

Please complete the survey form and return it in the enclosed postage paid envelope by November 19, 1976, to:

Robert Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

bb

Enclosure

P1-0-70

return in the attached envelope by November 19, 1976.

Sample 15

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

Type of class:	Grade levels with which you are involved:		
☐ 1. [illegible]	☐ 1. primary (K-3)	☐ 3. junior high (7-9)	
☐ 2. TMR	☐ 2. intermediate (4-6)	☐ 4. senior high (10-12)	

Circle the rating which best describes the degree to which you feel each opportunity or aid listed below is needed. Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less
▶ Our students need help (from school and community) to:				
1. develop positive attitudes toward self, school and work.	4	3	2	1
2. appreciate the personal social and economic significance of work.	4	3	2	1
3. explore their interests, skills personal traits, personal needs and personal values as an aid to career planning.	4	3	2	1
4. relate what they do in school to various occupations.	4	3	2	1
5. learn about the world of work by taking field trips.	4	3	2	1
6. learn about the wide variety of occupations in business, government, and industry in our community.	4	3	2	1
STOP HERE IF YOU TEACH AT THE PRIMARY OR INTERMEDIATE LEVELS. GO TO STATEMENT #15 AND COMPLETE THE SURVEY.				
7. learn about and explore a wide variety of jobs.	4	3	2	1
8. test their interests and skills through paid or unpaid, actual or simulated work experience.	4	3	2	1
9. become aware of expectations that an employer or training program will have of them.	4	3	2	1
10. arrive at a tentative career choice.	4	3	2	1
11. be prepared for a "next step" leaving the public school, in either employment or continuing education.	4	3	2	1
12. learn how to get, hold and advance on a job.	4	3	2	1
13. learn how to qualify for entrance and how to succeed in post-secondary training.	4	3	2	1
14. secure employment upon exit from school.	4	3	2	1

(please turn to other side)

Career Education Opportunity or Aid	Degree Needed: great deal more	more	same amount	less
15. Other needs: _____				
_____				
▶ In order to help provide the above career education to my students, as a teacher, I need:				
16. coordination of career education efforts within our school system.	4	3	2	1
17. a policy statement from the Board of Education supporting career education.	4	3	2	1
18. cooperation of teachers in integrating career education with the school curriculum.	4	3	2	1
19. adequate evaluation systems for career education efforts.	4	3	2	1
20. assistance in identifying school and community resources for career education.	4	3	2	1
21. a system for cataloguing, locating, and utilizing available career education resources.	4	3	2	1
22. planned conferences for administrators, teachers and counselors to share ideas and resources.	4	3	2	1
23. released time for teachers, administrators, and counselors to develop local career education materials.	4	3	2	1
24. a local needs assessment for career education.	4	3	2	1
25. a local plan for career education.	4	3	2	1
26. communication and cooperation between school and community to facilitate career education.	4	3	2	1
27. inservice training for school staff concerning career education.	4	3	2	1
28. motivation to use career education strategies to improve guidance and instruction.	4	3	2	1
29. a program of "testing" to help students identify their interests and abilities.	4	3	2	1
30. adequate communications between state agencies and local schools and communities.	4	3	2	1
31. adequate communications between teacher and counselor training institutions and local school district.	4	3	2	1
32. career education for all students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school.	4	3	2	1

(go on to the next page)

Sample 13
Con't

Career Education Opportunity or Aid	great dea more	more	same amount	less
▶ In order to help provide the career education to my students, as a teacher, I need:				
33. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.	4	3	2	1
34. suggestions and examples showing application of career education strategies in each subject area.	4	3	2	1
35. opportunities for teachers of like grade level or discipline to share what they are doing in career education.	4	3	2	1
36. follow-up activities to see where our students are 1 and 5 years after graduation.	4	3	2	1
37. counselor support for career education efforts.	4	3	2	1
38. administrative support for career education efforts.	4	3	2	1
39. parent support for career education efforts.	4	3	2	1
40. community support for career education efforts.	4	3	2	1
41. Other needs, comments, suggestions, concerns about career education?				

42. City: _____ 43. School: _____

Thank you for responding. Please return to:

Robert S. Meyer
Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

by November 19, 1976.

Directions for Administering
the
State-Wide Survey of Needs for Career Education
Form PI-Q-76

Thank you for helping to survey the needs for career education for secondary special education students.

Each student should have a pink form. Read the directions aloud at the top of the answer sheet to make sure they are understood. One example is done.

If you have students in your class with reading difficulties you may want to read all of the statements aloud twice giving them time to make their choice.

Return the completed answer sheets in the 10x13 envelope provided. Please fill in the information requested on the front of the envelope and return it to the person who asked you to administer this survey.

Thank you for your cooperation.

PI-Q-76

STATE-WIDE SURVEY OF NEEDS FOR CAREER EDUCATION

DIRECTIONS: These statements are about career education. They describe things that you need to know about yourself and the world of work. Read each statement carefully. Decide how much you need the help that is described in each statement.

In the right hand column of numbers:
- circle "4" if you need the help "a great deal more"
- circle "3" if you need the help "more"
- circle "2" if you need the help "the same amount" as you have now
- circle "1" if you need the help "less"

Career Education Help	Degree Needed: great deal more	more	same amount	less
EXAMPLE: I need help in learning how some jobs are alike in many ways.	4	(3)	2	1
1. I need help in finding out what is important to me.	4	3	2	1
2. I need help to feel good about the things I do.	4	3	2	1
3. I need help in making realistic career plans.	4	3	2	1
4. I need help to get along with family members, friends, and co-workers.	4	3	2	1
5. I need to know how jobs I want will affect the way I live.	4	3	2	1
6. I need help in learning how to use available resources to find out about myself and jobs I can do.	4	3	2	1
7. I need help in learning if I am interested in working with people, ideas, or things.	4	3	2	1
8. I need help in matching up my interests and abilities with possible job choices.	4	3	2	1
9. I need help in choosing school courses that will relate to my chosen career field.	4	3	2	1
10. I need help in understanding about the effects of labor, management, government, and society on the world of work.	4	3	2	1
11. I need help in learning about current and future trends in the job market.	4	3	2	1
12. I need to know why I should prepare for a group of related jobs as well as for a specific job.	4	3	2	1
13. I need to know about education and training for the jobs in which I am interested.	4	3	2	1
14. I need opportunities for work-study, co-op, or part-time work to get on-the-job work experiences and "try-out" jobs in which I am interested.	4	3	2	1

(please turn to other side)

Career Education Help	Degree Needed: great deal more	more	same amount	less
15. I need to know what employers or schools and training programs will expect of me.	4	3	2	1
16. I need to be ready for a "next step" beyond high school, in either a job or more education.	4	3	2	1
17. I need help in learning about job seeking skills such as writing a resume', filling out application forms, and conducting myself in an interview.	4	3	2	1
18. I need assistance in finding a job.	4	3	2	1
19. I need to know about schools and training programs I could enter after high school.	4	3	2	1

20. Please indicate your sex:

_____ 1. Male
_____ 2. Female

21. Have you decided on a possible career choice?

_____ 1. yes
_____ 2. no

22. How sure of it are you?

_____ 1. quite sure
_____ 2. generally sure
_____ 3. generally unsure
_____ 4. quite unsure

Thank you.

Joint Task Force For Developing A Wisconsin State Plan For Career Education

Representing Wisconsin Board of Vocational, Technical and Adult Education, University of Wisconsin System, Wisconsin Association of Independent Colleges and Universities and Wisconsin Department of Public Instruction

October, 1976

TO: Selected State Agencies, Institutions, and Organizations

FROM: Doyle Beyl (WBVTAE) and Russell Mosely (DPI), Co-Chairmen of the Joint Task Force for the Development of a State Plan for Career Education

SUBJECT: Survey of Available Resources From Those Involved in the Delivery of Career Education and Assessment of What is Needed to Facilitate Use of Those Resources.

The U.S. Office of Education has awarded Wisconsin a grant to develop a State Plan for Career Education.

Since its inception, proponents of career education have emphasized that it cannot be provided by schools alone. Comprehensive career education requires the collaborative efforts of many diverse groups. Thus, as an essential first step in the development of our state plan, we are currently attempting:

- to determine the types and amounts of resources available from various state agencies, institutions, and organizations, and
- to assess what they need to enable them to make their maximum contribution to career education.

We would appreciate your taking a few minutes to respond to the following items and return the completed forms to:

Robert S. Meyer, Supervisor of Career Education
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

Form A - State Government and Agencies

1. Please check the state governmental unit or agency for which you are responding.

_____ 1. Assembly

_____ 2. Board of Vocational, Technical and Adult Education

_____ 3. Department of Health and Social Services

_____ 4. Department of Industry, Labor, and Human Relations

_____ 5. Department of Public Instruction

_____ 6. Manpower Council

_____ 7. Regents of the University of Wisconsin System

_____ 8. Senate

Degree of Importance					LEARNER OUTCOMES	Degree of Provision				
High	Moderate	Low	None	Not in a position to judge	2. The following are often listed as objectives of career education when integrated with ongoing guidance and instructional programs. Please circle the number on the left which represents the degree of importance you place on each item. On the right, based on your contacts with youth, please circle the degree to which you believe our schools with the help of community resources are currently providing this assistance.	High	Moderate	Low	None	Not in a position to know
					INVOLVE AND HELP STUDENTS, before they leave formal education to:					
5	4	3	2	1	1. develop positive attitudes toward themselves and others.	5	4	3	2	1
5	4	3	2	1	2. develop an awareness of their interests, aptitudes, needs, and values.	5	4	3	2	1
5	4	3	2	1	3. develop positive attitudes toward both paid and unpaid work.	5	4	3	2	1
5	4	3	2	1	4. develop an appreciation for the importance of all types and levels of work.	5	4	3	2	1
5	4	3	2	1	5. develop an awareness of a broad range of occupational options open to them (including those that were formerly limited to one sex or ethnic group).	5	4	3	2	1
5	4	3	2	1	6. develop an understanding and appreciation of our economic system.	5	4	3	2	1
5	4	3	2	1	7. relate what they learn to vocational or leisure pursuits.	5	4	3	2	1
5	4	3	2	1	8. develop positive attitudes toward learning throughout life.	5	4	3	2	1
5	4	3	2	1	9. increase their educational achievement.	5	4	3	2	1
5	4	3	2	1	10. explore and test their interests and aptitudes in a variety of occupations.	5	4	3	2	1

Cont'd

Degree of Importance						Degree of Provision				
High	Moderate	Low	None	Not in a position to judge		High	Moderate	Low	None	Not in a position to know
					INVOLVE AND HELP STUDENTS, before they leave formal education to:					
5	4	3	2	1	11. develop skills in gathering information as an aid to career planning.	5	4	3	2	1
5	4	3	2	1	12. become aware of employment trends.	5	4	3	2	1
5	4	3	2	1	13. become aware of employer expectations.	5	4	3	2	1
5	4	3	2	1	14. develop career planning and decision-making skills.	5	4	3	2	1
5	4	3	2	1	15. prepare for a "next step" when they leave school, in either employment or continuing education.	5	4	3	2	1
5	4	3	2	1	16. develop competencies for a group of related occupations.	5	4	3	2	1
5	4	3	2	1	17. develop human relations skills which will help in getting, holding, and advancing in a chosen career field.	5	4	3	2	1
5	4	3	2	1	18. secure employment, if desired; and/or secure further education, if desired.	5	4	3	2	1
5	4	3	2	1	19. develop a flexible career plan.	5	4	3	2	1
5	4	3	2	1	20. develop responsibility for self-direction.	5	4	3	2	1
5	4	3	2	1	21. Other learner outcomes (please specify) _____	5	4	3	2	1
					_____					
					_____					

Cont'd

Form A - State Government and Agencies

3. Listed below are possible ways in which state government and agencies can contribute to the provision of career education throughout Wisconsin. On the right, please circle the degree of assistance your agency, institution or organization can provide for each contribution to career education.

	Degree of Assistance				
	High	Moderate	Low	None	Not in a position to know
1. Provision of state level leadership for career education.	5	4	3	2	1
2. Provision of a position statement from your agency concerning its role in career education.	5	4	3	2	1
3. Provision of workshops and/or conferences to share successful experiences and train personnel for leadership and administrative roles in career education at the regional and local levels.	5	4	3	2	1
4. Assistance with local and regional in-service training for career education for teachers, counselors, and administrators.	5	4	3	2	1
5. Provision of guidelines and assistance to local school districts and communities in determining needs, establishing local goals and objectives, developing programs and resources to meet these objectives and developing evaluation plans to measure impacts of efforts.	5	4	3	2	1
6. Development and dissemination of printed materials related to our (branch) (agency) and career education. (Brochures, booklets, articles in journals and/or newsletters, etc.)	5	4	3	2	1
7. Development and dissemination of audio-visual materials related to our (branch) (agency) and career education. (Films, filmstrips, transparencies, posters, etc.)	5	4	3	2	1
8. Encouragement of local counterparts to work with local schools in the implementation of career education strategies for improving guidance and instruction.	5	4	3	2	1
9. Provision of regional resource centers for career education from which local school districts can draw infrequently used but more expensive materials (such as 16mm films).	5	4	3	2	1

Sample 17 Cont'd

Form A - State Government and Agencies

3. (Continued)

	Degree of Assistance				
	High	Moderate	Low	None	Not in a position to know
10. Provision of a state career education resource center for sharing of locally developed materials by Wisconsin educators.	5	4	3	2	1
11. Coordination of our efforts with other state agencies, institutions, and organizations to maximize our impact in career education.	5	4	3	2	1
12. Referring to statement #11 above, please identify specific agencies, institutions, and organizations with which your group could coordinate efforts for career education. _____	5	4	3	2	1

13. Please identify administrative and/or support personnel that your group could provide for career education. _____

14. Please identify other support materials, not mentioned above, that your group can provide. _____

15. What financial support can your group provide or suggest? _____

16. Other assistance: _____

Sample 17 Con't

4. Listed below are possible needs that your agency might have in order to contribute to career education. At the right, please circle the degree of need that you think your group has regarding each statement. This list is by no means complete. Please indicate what else your specific agency needs in order to make its maximum contribution to career education.

		Degree of Need					
		High	Moderate	Low	None	Not in a position to know	
1.	Clarification of "Career Education". Just what is it?	5	4	3	2	1	
2.	Liason person between the schools and our agency so there is a contact for sharing information.	5	4	3	2	1	
3.	A fresh mind set as to how our agency's various segments can be involved in delivering career education to persons of all ages.	5	4	3	2	1	
4.	Exploration of pertinent and supportive relationships with other agencies and institutions in career education efforts.	5	4	3	2	1	
5.	Develop a position statement concerning our agency and its role in career education.	5	4	3	2	1	
6.	Indications from the schools and communities concerning what is needed in career education and how our agency can help provide it.	5	4	3	2	1	
7.	Budget which leads to staff and resources.	5	4	3	2	1	
8.	Identification of roles and responsibilities among the many agencies contributing to career education.	5	4	3	2	1	
9.							
10.							
11.							
12.							

96

Sample 11 Continued

Sample 18
Attachment

Joint Task Force For Developing A Wisconsin State Plan For Career Education

Representing Wisconsin Board of Vocational, Technical and Adult Education, University of Wisconsin System, Wisconsin Association of Independent Colleges and Universities and Wisconsin Department of Public Instruction

October, 1976

TO: Selected State Agencies, Institutions, and Organizations

FROM: Doyle Beyl (WBVTAE) and Russell Mosely (DPI), Co-Chairmen of the Joint Task Force for the Development of a State Plan for Career Education

SUBJECT: Survey of Available Resources From Those Involved in the Delivery of Career Education and Assessment of What is Needed to Facilitate Use of Those Resources.

The U.S. Office of Education has awarded Wisconsin a grant to develop a State Plan for Career Education.

Since its inception, proponents of career education have emphasized that it cannot be provided by schools alone. Comprehensive career education requires the collaborative efforts of many diverse groups. Thus, as an essential first step in the development of our state plan, we are currently attempting:

- to determine the types and amounts of resources available from various state agencies, institutions, and organizations, and
- to assess what they need to enable them to make their maximum contribution to career education.

We would appreciate your taking a few minutes to respond to the following items and return the completed forms to:

Robert S. Meyer, Supervisor of Career Education
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

197

Form C - State Educational Associations

1. Please check the state educational association for which you are responding:

_____ 1. Council of Administrators of Special Education

_____ 2. Milwaukee Teachers Education Association

_____ 3. University of Wisconsin Faculty

_____ 4. VTAE District Administrators

_____ 5. Wisconsin Association for Counselor Education and Supervision

_____ 6. Wisconsin Association of Independent Colleges and Universities

_____ 7. Wisconsin Association of Non-Public Schools

_____ 8. Wisconsin Association of School Boards

_____ 9. Wisconsin Association of School District Administrators

_____ 10. Wisconsin Association for Supervision and Curriculum Development

_____ 11. Wisconsin Association for Vocational and Adult Education

_____ 12. Wisconsin Council of Chancellors

_____ 13. Wisconsin Council for Independent Education

_____ 14. Wisconsin Education Association Council

_____ 15. Wisconsin Elementary School Principals Association

_____ 16. Wisconsin Federation of Teachers

_____ 17. Wisconsin Personnel and Guidance Association

_____ 18. Wisconsin Secondary School Administrators Association

_____ 19. Other _____

Degree of Importance					LEARNER OUTCOMES	Degree of Provision				
High	Moderate	Low	None	Not in a position to judge	2. The following are often listed as objectives of career education when integrated with ongoing guidance and instructional programs. Please circle the number on the left which represents the degree of importance you place on each item. On the right, based on your contacts with youth, please circle the degree to which you believe our schools with the help of community resources are currently providing this assistance.	High	Moderate	Low	None	Not in a position to know
					INVOLVE AND HELP STUDENTS, before they leave formal education to:					
5	4	3	2	1	1. develop positive attitudes toward themselves and others.	5	4	3	2	1
5	4	3	2	1	2. develop an awareness of their interests, aptitudes, needs, and values.	5	4	3	2	1
5	4	3	2	1	3. develop positive attitudes toward both paid and unpaid work.	5	4	3	2	1
5	4	3	2	1	4. develop an appreciation for the importance of all types and levels of work.	5	4	3	2	1
5	4	3	2	1	5. develop an awareness of a broad range of occupational options open to them (including those that were formerly limited to one sex or ethnic group).	5	4	3	2	1
5	4	3	2	1	6. develop an understanding and appreciation of our economic system.	5	4	3	2	1
5	4	3	2	1	7. relate what they learn to vocational or leisure pursuits.	5	4	3	2	1
5	4	3	2	1	8. develop positive attitudes toward learning throughout life.	5	4	3	2	1
5	4	3	2	1	9. increase their educational achievement.	5	4	3	2	1
5	4	3	2	1	10. explore and test their interests and aptitudes in a variety of occupations.	5	4	3	2	1

Sample 18 Con't.

Degree of Importance						Degree of Provision				
High	Moderate	Low	None	Not in a position to judge		High	Moderate	Low	None	Not in a position to know
					INVOLVE AND HELP STUDENTS, before they leave formal education to:					
5	4	3	2	1	11. develop skills in gathering information as an aid to career planning.	5	4	3	2	1
5	4	3	2	1	12. become aware of employment trends.	5	4	3	2	1
5	4	3	2	1	13. become aware of employer expectations.	5	4	3	2	1
5	4	3	2	1	14. develop career planning and decision-making skills.	5	4	3	2	1
5	4	3	2	1	15. prepare for a "next step" when they leave school, in either employment or continuing education.	5	4	3	2	1
5	4	3	2	1	16. develop competencies for a group of related occupations.	5	4	3	2	1
5	4	3	2	1	17. develop human relations skills which will help in getting, holding, and advancing in a chosen career field.	5	4	3	2	1
5	4	3	2	1	18. secure employment, if desired; and/or secure further education, if desired.	5	4	3	2	1
5	4	3	2	1	19. develop a flexible career plan.	5	4	3	2	1
5	4	3	2	1	20. develop responsibility for self-direction.	5	4	3	2	1
5	4	3	2	1	21. Other learner outcomes (please specify) _____	5	4	3	2	1
					_____					
					_____					

Cont'd on next page

Form C - State Education Associations

3. Listed below are possible ways in which various state education associations can contribute to the provision of career education throughout Wisconsin. At the right, please circle the degree of assistance that your association can provide for each contribution to career education.

	Degree of Assistance					
	High	Moderate	Low	None	Not in a position to know	
1. Encouragement to our local counterparts to implement career education by infusing it with their guidance and instructional programs.	5	4	3	2	1	
2. Encouragement to our local counterparts to provide inservice training in career education.	5	4	3	2	1	
3. Encouragement to our local counterparts to make maximum use of community resources for career education.	5	4	3	2	1	
4. Provision of sectional meetings at conferences on the integration of career education with ongoing educational programs.	5	4	3	2	1	
5. Provision of communications about career education through association publications.	5	4	3	2	1	
6. Development of printed material for career education.	5	4	3	2	1	
7. Development of audio-visual material for career education.	5	4	3	2	1	
8. Provision of a position statement supporting career education as a viable strategy for improving guidance and instrurtion.	5	4	3	2	1	
9. Coordination of our efforts with other state agencies, institutions, or organizations to maximize our impact in career education.	5	4	3	2	1	
10. Other assistance: _____ (if you need more room, please use other side)	5	4	3	2	1	

11. Referring to statement #9 above, please identify specific agencies, institutions, and organizations with which your group could coordinate career education efforts.

_____

Sample 18 Con't

4. Listed below are possible needs that your association might have in order to contribute to career education. At the right, please circle the degree of need that you think your institution has regarding each statement. This list is by no means complete. Please indicate additional needs that your specific association has in order to make its maximum contribution to career education.

		Degree of Need				
		High	Moderate	Low	None	Not in a position
1.	Some kind of vehicle to foster understanding of career education concepts.	5	4	3	2	1
2.	Exploration of pertinent and supportive relationships with other associations, institutions, agencies in career education efforts.	5	4	3	2	1
3.	A position statement from your association concerning its role in career education.	5	4	3	2	1
4.	A fresh mind set as to how your association can be involved in delivering career education to persons of all ages.	5	4	3	2	1
5.	Indications from schools and communities concerning what is needed in career education and how our association can help provide it.	5	4	3	2	1
6.	Identification of roles and responsibilities among the many associations contributing to career education.	5	4	3	2	1
7.						
8.						
9.						
10.						
11.						
12.						

Continued

Joint Task Force For Developing A Wisconsin State Plan For Career Education

Representing Wisconsin Board of Vocational, Technical and Adult Education, University of Wisconsin System, Wisconsin Association of Independent Colleges and Universities and Wisconsin Department of Public Instruction

October, 1976

TO: Selected State Agencies, Institutions, and Organizations

FROM: Doyle Beyl (WBVTAE) and Russell Mosely (DPI), Co-Chairmen of the Joint Task Force for the Development of a State Plan for Career Education

SUBJECT: Survey of Available Resources From Those Involved in the Delivery of Career Education and Assessment of What is Needed to Facilitate Use of Those Resources.

The U.S. Office of Education has awarded Wisconsin a grant to develop a State Plan for Career Education.

Since its inception, proponents of career education have emphasized that it cannot be provided by schools alone. Comprehensive career education requires the collaborative efforts of many diverse groups. Thus, as an essential first step in the development of our state plan, we are currently attempting:

- to determine the types and amounts of resources available from various state agencies, institutions, and organizations, and
- to assess what they need to enable them to make their maximum contribution to career education.

We would appreciate your taking a few minutes to respond to the following items and return the completed forms to:

Robert S. Meyer, Supervisor of Career Education
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

Form D - Occupational Groups (Other than Educators)

1. Please insert the name of your organization and check the group it represents.

Name of Organization _____

_____ 1. Agriculture

_____ 2. Business

_____ 3. Industry

_____ 4. Labor

_____ 5. Professions

_____ 6. Other _____

Degree of Importance					LEARNER OUTCOMES	Degree of Provision				
High	Moderate	Low	None	Not in a position to judge	2. The following are often listed as objectives of career education when integrated with ongoing guidance and instructional programs. Please circle the number on the left which represents the degree of importance you place on each item. On the right, based on your contacts with youth, please circle the degree to which you believe our schools with the help of community resources are currently providing this assistance.	High	Moderate	Low	None	Not in a position to know
					INVOLVE AND HELP STUDENTS, before they leave formal education to:					
5	4	3	2	1	1. develop positive attitudes toward themselves and others.	5	4	3	2	1
5	4	3	2	1	2. develop an awareness of their interests, aptitudes, needs, and values.	5	4	3	2	1
5	4	3	2	1	3. develop positive attitudes toward both paid and unpaid work.	5	4	3	2	1
5	4	3	2	1	4. develop an appreciation for the importance of all types and levels of work.	5	4	3	2	1
5	4	3	2	1	5. develop an awareness of a broad range of occupational options open to them (including those that were formerly limited to one sex or ethnic group).	5	4	3	2	1
5	4	3	2	1	6. develop an understanding and appreciation of our economic system.	5	4	3	2	1
5	4	3	2	1	7. relate what they learn to vocational or leisure pursuits.	5	4	3	2	1
5	4	3	2	1	8. develop positive attitudes toward learning throughout life.	5	4	3	2	1
5	4	3	2	1	9. increase their educational achievement.	5	4	3	2	1
5	4	3	2	1	10. explore and test their interests and aptitudes in a variety of occupations.	5	4	3	2	1

Sample 19 Cont'd

Degree of Importance						Degree of Provision				
High	Moderate	Low	None	Not in a position to judge		High	Moderate	Low	None	Not in a position to know
					INVOLVE AND HELP STUDENTS, before they leave formal education to:					
5	4	3	2	1	11. develop skills in gathering information as an aid to career planning.	5	4	3	2	1
5	4	3	2	1	12. become aware of employment trends.	5	4	3	2	1
5	4	3	2	1	13. become aware of employer expectations.	5	4	3	2	1
5	4	3	2	1	14. develop career planning and decision-making skills.	5	4	3	2	1
5	4	3	2	1	15. prepare for a "next step" when they leave school, in either employment or continuing education.	5	4	3	2	1
5	4	3	2	1	16. develop competencies for a group of related occupations.	5	4	3	2	1
5	4	3	2	1	17. develop human relations skills which will help in getting, holding, and advancing in a chosen career field.	5	4	3	2	1
5	4	3	2	1	18. secure employment, if desired; and/or secure further education, if desired.	5	4	3	2	1
5	4	3	2	1	19. develop a flexible career plan.	5	4	3	2	1
5	4	3	2	1	20. develop responsibility for self-direction.	5	4	3	2	1
5	4	3	2	1	21. Other learner outcomes (please specify) _____	5	4	3	2	1
					_____					
					_____					

Forms D and E - Occupational Groups (Other than Educators) and Other Support Groups

3. Listed below are possible ways in which various state organizations can contribute to the provision of career education throughout Wisconsin. On the right, please circle the degree of assistance that your group can provide for each contribution to career education listed.

	Degree of Assistance				
	High	Moderate	Low	None	Not in a position to know
1. Provision of state leadership from your organization in helping to implement career education throughout Wisconsin (through workshops, conferences, planning meetings, advisory committees, etc.).	5	4	3	2	1
2. Provision of printed materials (brochures, booklets, and articles in your state journals and/or newsletters).	5	4	3	2	1
3. Provision of audio-visual materials (films, filmstrips, transparencies, posters, etc.).	5	4	3	2	1
4. Provision of a position paper from your organization concerning its role in career education.	5	4	3	2	1
5. Encouragement of your local counterparts to work with local schools in providing resource persons, materials, opportunities to observe workers, and opportunities for exploration and on-the-job training.	5	4	3	2	1
6. Encouragement of local members to serve on local advisory committees.	5	4	3	2	1
7. Coordination of your efforts with other state agencies, institutions, and organizations to maximize your impact on career education.	5	4	3	2	1
8. Provision of (nationwide) (statewide) programs sponsored by your organizations related to career education. Please explain nature of program. _____	5	4	3	2	1

_____

_____

Con't

9. Referring to No. 1 above, please identify contact persons and other resource personnel that your group could provide for career education.

_____

_____

_____

10. Please identify other support materials not mentioned in No. 2 and No. 3 above that your group can provide. _____

_____

_____

11. What financial support can your group provide or suggest? _____

_____

_____

_____

_____

12. Referring to statement No. 7 above, please identify specific agencies, institutions, and organizations with which your group could coordinate efforts for career education. _____

_____

_____

13. Other assistance? _____

_____

_____

4. Listed below are possible needs that your organization might have in order to contribute to career education. At the right, please circle the degree of need that you think your group has regarding each statement. This list is by no means complete. Please indicate what else your organization needs in order to make its maximum contribution to career education.

		Degree of Need				
		High	Moderate	Low	None	Not in a position
1.	Clarification of "Career Education". Just what is it?	5	4	3	2	1
2.	Coordination with other organizations.	5	4	3	2	1
3.	Statewide public relations efforts.	5	4	3	2	1
4.	Lines of communication between the school and various segments of the local community.	5	4	3	2	1
5.	Indications from school staff concerning what they want, when they want it, and at what level.	5	4	3	2	1
6.	Teacher and counselor feedback about usefulness of materials.	5	4	3	2	1
7.	Consultative help in the development and preparation of materials.	5	4	3	2	1
8.						
9.						
10.						
11.						
12.						

Continued on next page

Joint Task Force For Developing A Wisconsin State Plan For Career Education

Representing Wisconsin Board of Vocational, Technical and Adult Education, University of Wisconsin System, Wisconsin Association of Independent Colleges and Universities and Wisconsin Department of Public Instruction

October, 1976

TO: Selected State Agencies, Institutions, and Organizations

FROM: Doyle Beyl (WBVTAE) and Russell Mosely (DPI), Co-Chairmen of the Joint Task Force for the Development of a State Plan for Career Education

SUBJECT: Survey of Available Resources From Those Involved in the Delivery of Career Education and Assessment of What is Needed to Facilitate Use of Those Resources.

The U.S. Office of Education has awarded Wisconsin a grant to develop a State Plan for Career Education.

Since its inception, proponents of career education have emphasized that it cannot be provided by schools alone. Comprehensive career education requires the collaborative efforts of many diverse groups. Thus, as an essential first step in the development of our state plan, we are currently attempting:

- to determine the types and amounts of resources available from various state agencies, institutions, and organizations, and
- to assess what they need to enable them to make their maximum contribution to career education.

We would appreciate your taking a few minutes to respond to the following items and return the completed forms to:

Robert S. Meyer, Supervisor of Career Education
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

by November 19, 1976.

Form E - Other Support Groups

1. Please check the organization for which you are responding.

____ 1. American Legion

____ 2. American Society for Training and Development

____ 3. Association for Retarded Citizens

____ 4. B'nai Brith

____ 5. Family Resources

____ 6. Kiwanis

____ 7. Latinos

____ 8. Lions

____ 9. Native Americans

____10. Rotary

____11. Sertoma

____12. Urban League

____13. Wisconsin Congress of Parents and Teachers

____14. Wisconsin Council for Exceptional Children

____15. Other _____

Degree of Importance					LEARNER OUTCOMES	Degree of Provision				
High	Moderate	Low	None	Not in a position to judge	2. The following are often listed as objectives of career education when integrated with ongoing guidance and instructional programs. Please circle the number on the left which represents the degree of importance you place on each item. On the right, based on your contacts with youth, please circle the degree to which you believe our schools with the help of community resources are currently providing this assistance.	High	Moderate	Low	None	Not in a position to know
					INVOLVE AND HELP STUDENTS, before they leave formal education to:					
5	4	3	2	1	1. develop positive attitudes toward themselves and others.	5	4	3	2	1
5	4	3	2	1	2. develop an awareness of their interests, aptitudes, needs, and values.	5	4	3	2	1
5	4	3	2	1	3. develop positive attitudes toward both paid and unpaid work.	5	4	3	2	1
5	4	3	2	1	4. develop an appreciation for the importance of all types and levels of work.	5	4	3	2	1
5	4	3	2	1	5. develop an awareness of a broad range of occupational options open to them (including those that were formerly limited to one sex or ethnic group).	5	4	3	2	1
5	4	3	2	1	6. develop an understanding and appreciation of our economic system.	5	4	3	2	1
5	4	3	2	1	7. relate what they learn to vocational or leisure pursuits.	5	4	3	2	1
5	4	3	2	1	8. develop positive attitudes toward learning throughout life.	5	4	3	2	1
5	4	3	2	1	9. increase their educational achievement.	5	4	3	2	1
5	4	3	2	1	10. explore and test their interests and aptitudes in a variety of occupations.	5	4	3	2	1

Degree of Importance

High	Moderate	Low	None	Not in a position to judge		Degree of Provision: High	Moderate	Low	None	Not in a position to know
					INVOLVE AND HELP STUDENTS, before they leave formal education to:					
5	4	3	2	1	11. develop skills in gathering information as an aid to career planning.	5	4	3	2	1
5	4	3	2	1	12. become aware of employment trends.	5	4	3	2	1
5	4	3	2	1	13. become aware of employer expectations.	5	4	3	2	1
5	4	3	2	1	14. develop career planning and decision-making skills.	5	4	3	2	1
5	4	3	2	1	15. prepare for a "next step" when they leave school, in either employment or continuing education.	5	4	3	2	1
5	4	3	2	1	16. develop competencies for a group of related occupations.	5	4	3	2	1
5	4	3	2	1	17. develop human relations skills which will help in getting, holding, and advancing in a chosen career field.	5	4	3	2	1
5	4	3	2	1	18. secure employment, if desired; and/or secure further education, if desired.	5	4	3	2	1
5	4	3	2	1	19. develop a flexible career plan.	5	4	3	2	1
5	4	3	2	1	20. develop responsibility for self-direction.	5	4	3	2	1
5	4	3	2	1	21. Other learner outcomes (please specify) _____	5	4	3	2	1
					_____					
					_____					

Sample 20 Cont'd

Forms D and E - Occupational Groups (Other than Educators) and Other Support Groups

	Degree of Assistance				
3. Listed below are possible ways in which various state organizations can contribute to the provision of career education throughout Wisconsin. On the right, please circle the degree of assistance that your group can provide for each contribution to career education listed.	High	Moderate	Low	None	Not in a position to know
1. Provision of state leadership from your organization in helping to implement career education throughout Wisconsin (through workshops, conferences, planning meetings, advisory committees, etc.).	5	4	3	2	1
2. Provision of printed materials (brochures, booklets, and articles in your state journals and/or newsletters).	5	4	3	2	1
3. Provision of audio-visual materials (films, filmstrips, transparencies, posters, etc.).	5	4	3	2	1
4. Provision of a position paper from your organization concerning its role in career education.	5	4	3	2	1
5. Encouragement of your local counterparts to work with local schools in providing resource persons, materials, opportunities to observe workers, and opportunities for exploration and on-the-job training.	5	4	3	2	1
6. Encouragement of local members to serve on local advisory committees.	5	4	3	2	1
7. Coordination of your efforts with other state agencies, institutions, and organizations to maximize your impact on career education.	5	4	3	2	1
8. Provision of (nationwide) (statewide) programs sponsored by your organizations related to career education. Please explain nature of program. _____	5	4	3	2	1

Sample 4b Con't

9. Referring to No. 1 above, please identify contact persons and other resource personnel that your group could provide for career education.

_____

_____

_____

10. Please identify other support materials not mentioned in No. 2 and No. 3 above that your group can provide. _____

_____

_____

11. What financial support can your group provide or suggest? _____

_____

_____

_____

_____

12. Referring to statement No. 7 above, please identify specific agencies, institutions, and organizations with which your group could coordinate efforts for career education. _____

_____

_____

13. Other assistance? _____

_____

_____

4. Listed below are possible needs that your organization might have in order to contribute to career education. At the right, please circle the degree of need that you think your group has regarding each statement. This list is by no means complete. Please indicate what else your organization needs in order to make its maximum contribution to career education.

		Degree of Need				
		High	Moderate	Low	None	Not in a position to know
1.	Clarification of "Career Education". Just what is it?	5	4	3	2	1
2.	Coordination with other organizations.	5	4	3	2	1
3.	Statewide public relations efforts.	5	4	3	2	1
4.	Lines of communication between the school and various segments of the local community.	5	4	3	2	1
5.	Indications from school staff concerning what they want, when they want it, and at what level.	5	4	3	2	1
6.	Teacher and counselor feedback about usefulness of materials.	5	4	3	2	1
7.	Consultative help in the development and preparation of materials.	5	4	3	2	1
8.						
9.						
10.						
11.						
12.						

Sample 20
Continued

Attachment

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

November, 1976

TO: Deans of Education in the University of Wisconsin System and Independent Colleges and Universities

FROM: Barbara Thompson, State Superintendent
Department of Public Instruction B.T.

SUBJECT: SURVEY OF RESOURCES AND NEEDS FOR CAREER EDUCATION

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education, and a Joint Task Force has been appointed to produce this plan. The task force includes representatives from the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. A State Advisory Committee for Career Education will also provide assistance and advice in the development of this document.

The proposal to develop this State Plan for Career Education calls for a state-wide survey of resources and an assessment of needs, and we need your assistance. Will you please complete the attached survey and assessment forms. A resulting list of resources will be published in the State Plan for Career Education, and the plan will include provisions for meeting the needs that are identified.

In order to do as thorough a survey as possible, you will no doubt want to ask various staff members who have knowledge in special areas to assist with portions of the survey. A copy of the Council of Chief State School Officer's position statement on career education is enclosed for their information.

Your cooperation is vital for Wisconsin's State Plan for Career Education. Please complete the survey form and return it by November 19, 1976 to:

Robert Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

BT:bb

126 Langdon Street, Madison, Wisconsin 53702

PI-Q-67
10/76

Statewide Survey of Resources for Career Education

University of Wisconsin System
and
The Wisconsin Association of Independent Colleges and Universities

Name of institution: _____

Person responding to this survey _____

(Attach additional pages wherever necessary)

1. Please identify qualified personnel in your institution who are interested and available to provide assistance to local educational agencies (LEAs) for staff inservice training regarding career education.

2. Please identify the following resources that your institution or personnel from your institution will be providing for graduates and undergraduates regarding career education.

	Location	Approx. Date	Person to Contact
a. Seminars			
b. Workshops			
c. Academic year courses			
d. Summer session courses			

3. Please give the titles and a brief description of useful career education instructional materials and successful transportable career education activities developed in your institution.

4. Please describe assessment and evaluation services that are available from your institution to provide for LEAs.

5. Please identify and give a brief description of model facilities that are available at your institution for the exploration and preparation components of career education.

6. Please list recent relevant studies and surveys about career education that have been done at your institution.

7. Please identify funding sources that your institution utilizes for career education materials, consultants, inservice training, etc.

NEEDS ASSESSMENT

Listed below are possible needs that your institution might have in order to contribute to career education. At the right, please circle the degree of need that you think your institution has regarding each statement. This list is by no means complete. Please indicate additional needs that your specific institution in order to make its maximum contribution to career education.

		Degree of Need					
		High	Moderate	Low	None	Not in a Position to Know	
1.	Exploration of pertinent and supportive relationships with the other institutions agencies, and organizations in career education efforts.	5	4	3	2	1	
2.	Lines of communication between your institution and local school districts.	5	4	3	2	1	
3.	Indications from school staff concerning what they want, when they want it and at what level.	5	4	3	2	1	
4.	School staff feedback about usefulness of materials and assistance that you provide.	5	4	3	2	1	
5.	Consultative help from practioner in the field for the development and preparation of career education materials.	5	4	3	2	1	
6.	A position statement from your (department) (institution) concerning its role in career education.	5	4	3	2	1	
7.	A liason person between schools and our institutions so there is a contact for sharing information and ideas.	5	4	3	2	1	
8.	A fresh mind set as to how our institution can be involved in delivering career education to persons of all ages.	5	4	3	2	1	
9.							
10.							
11.							
12.							

Cont'd

Sample 22
Attachment

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D
State Superintendent
Dwight M. Stevens, Ph.D
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

DATE: October 8, 1976

TO: All District Administrators

FROM: Barbara Thompson, State Superintendent of Public Instruction

SUBJECT: SURVEY OF RESOURCES FOR CAREER EDUCATION

The Wisconsin Department of Public Instruction has received a grant to develop a State Plan for Career Education, and a Joint Task Force has been appointed to produce this plan. The task force includes representatives from the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. A State Advisory Committee for Career Education will also provide assistance and advice in the development of this document.

The proposal to develop this State Plan for Career Education calls for a statewide assessment of needs and survey of resources. Some of your schools will be in the sample asked to assist with the assessment of needs. However, all of you are being asked to help determine what resources are currently available for career education. This list of available resources will be published in the State Plan and will provide an excellent starting point from which to develop resources that are needed.

Enclosed you will find a survey form designed to identify career education resources in all of the LEAs in Wisconsin. In order to do as thorough a survey as possible, you will no doubt want to ask various staff members who have knowledge in special areas to assist with portions of the survey.

Your cooperation is vital for Wisconsin's State Plan for Career Education. Please complete the survey form and return it by October 29, 1976, to:

Robert Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

bb

cc: Doyle Beyl, Arlys Gessner, Robert Meyer, Russell Mosely

Enclosure

Sample 22

Statewide Survey of Resources for Career Education

Local Education Agencies

Name of LEA _____

Person responding to this survey _____

(Attach additional pages wherever necessary)

1. Please give the titles and a brief description of useful career education instruction materials and successful transportable career education activities developed in your local school system.

2. Within your LEA, please recommend successful career education practitioners who could perform the following functions:

   a. Serve as resource persons and/or consultants to other school districts.

   b. Serve as hosts to visiting teams from other districts.

   c. Provide demonstrations and/or conduct sectional meetings on career education at state conferences and conventions.

   d. Serve as resource persons and/or consultants to teacher and counselor training institutions providing pre-service training.

3. Please identify and give a brief description of model facilities that are available in your LEA for the exploration and preparation components of career education.

4. Please list recent relevant studies and surveys about career education that have been done in your LEA.

5. Please identify funding sources that your institution utilizes for career education materials, consultants, inservice training, etc.

Thank you for your response.

Please return this survey by October 29, 1976 to: Robert S. Meyer
Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

Sample 23
Attachment

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

DATE: October 8, 1976

TO: All CESA Coordinators

FROM: Barbara Thompson, State Superintendent of Public Instruction

SUBJECT: SURVEY OF RESOURCES FOR CAREER EDUCATION

The Wisconsin Department of Public Instruction has received a grant to develop a State Plan for Career Education, and a Joint Task Force has been appointed to produce this plan. The task force includes representatives from the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. A State Advisory Committee for Career Education will also provide assistance and advice in the development of this document.

The proposal to develop this State Plan for Career Education calls for a statewide assessment of needs and survey of resources. Some schools in your CESA will be in the sample asked to assist with the assessment of needs. However, all CESAs are being asked to help determine what resources are currently available for career education. This list of available resources will be published in the State Plan and will provide an excellent starting point from which to develop resources that are needed.

Enclosed you will find a survey form designed to identify career education resources in all of the CESAs in Wisconsin. In order to do as thorough a survey as possible, you will no doubt want to ask various staff members who have knowledge in special areas to assist with portions of the survey.

Your cooperation is vital for Wisconsin's State Plan for Career Education. Please complete the survey form and return it by October 29, 1976, to:

Robert Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

bb

cc: Doyle Beyl, Arlys Gessner, Norman Larson, Robert Meyer, Russell Mosely

Statewide Survey of Resources for Career Education

Cooperative Educational Service Agencies

CESA _____ Person responding to this survey _____

(Attach additional pages wherever necessary)

1. Please identify qualified personnel in your CESA who are interested and available to provide consultant services for career education.

2. Please give the titles and a brief description of useful career education instructional materials and successful transportable career education activities developed in your CESA.

Sample 23
Con't

3. Please identify and give a brief description of model facilities that are available in your CESA for the exploration and preparation components of career education.

4. Please list recent relevant studies and surveys about career education that have been done in your CESA.

5. Please identify funding sources that your CESA utilizes for career education materials, consultants, inservice training, etc.

Thank you for your response.

Please return this survey by October 29, 1976, to: Robert S. Meyer
Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

Sample 24
Attachment

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue
MADISON, WISCONSIN 53702

MEMORANDUM

November 1, 1976

TO: VTAE District Directors, Branch Campus Administrator and Directors of the Vocational Studies Center, UW-Madison; and the Center for Vocational, Technical and Adult Education, UW-Stout

FROM: Eugene Lehrmann, State Director EL

SUBJECT: SURVEY OF RESOURCES FOR CAREER EDUCATION

The State of Wisconsin has received a federal grant to develop a State Plan for Career Education, and a Joint Task Force has been appointed to produce this plan. The task force includes representatives from the Wisconsin Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. A State Advisory Committee for Career Education will also provide assistance and advice in the development of this document.

The proposal to develop this State Plan for Career Education calls for a statewide assessment of needs and survey of resources. Some of your institutions will be in the sample asked to assist with the assessment of needs. However, all of you are being asked to help determine what resources are currently available for career education. A list of these available resources will be published in the State Plan and will provide an excellent starting point from which to develop resources that are needed.

Enclosed you will find a survey form designed to identify career education resources in all of the VTAE districts in Wisconsin. In order to do as thorough a survey as possible, you will no doubt want to ask various staff members who have knowledge in special areas to assist with portions of the survey.

Your cooperation is vital for Wisconsin's State Plan for Career Education. Please complete the survey form and return it by November 19, 1976, to:

Robert Meyer, Career Education Supervisor
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
608/266-7987

EL/RM/ch
Enc.

151

Statewide Survey of Resources for Career Education

Vocational, Technical and Adult Education System

VTAE district _____

Name of institution _____

Person responding to this survey _____ .

(Attach additional pages wherever necessary)

1. Please identify qualified personnel in your institution who are interested and available to provide consultant services for career education.

2. Please give the titles and a brief description of useful career education instructional materials and successful transportable career education activities developed in your institution.

3. Please identify and give a brief description of model facilities that are available at your institution for the exploration and preparation components of career education.

4. Please list recent relevant studies and surveys about career education that have been done at your institution.

5. Please identify funding sources that your institution utilizes for career education materials, consultants, inservice training, etc.

APPENDIX B

Summary

of

Statewide Career Education Needs Assessments

Wisconsin State Plan for Career Education Project
1976-77
Arlys Gessner, Researcher & Writer
Robert Meyer, Project Director

175

Explanation for User:

The following seven summary tables contain data compiled from the statewide career education needs assessments. The objectives for this phase of the project, Developing a Wisconsin State Plan for Career Education, were:

1. To determine the amount of information or assistance individuals felt they needed, or was needed by the individuals with whom they work, in order to have an adequate level of SELF-AWARENESS.

2. To determine the amount of information or assistance individuals felt they needed, or was needed by the individuals with whom they work, in order to have an adequate level of CAREER AWARENESS.

3. To determine the amount of information or assistance individuals felt they needed, or was needed by the individuals with whom they work, in order to have adequate opportunities for CAREER EXPLORATION.

4. To determine the amount of information or assistance individuals felt they needed, or was needed by the individuals with whom they work, in order to have adequate skills in CAREER DECISION MAKING, PLANNING, PREPARATION and PLACEMENT.

5. To determine the amount of information or assistance individuals felt they needed in order to provide an adequate DELIVERY SYSTEM for CAREER EDUCATION.

The pages of this summary obtain their headings in the upper left hand corner from the capitalized words in each of the objectives.

Survey instruments, containing items relating to each one of these objectives, were designed for eighteen target populations. The columns on each sheet obtain their heading from the target populations.

The items on the survey instruments were categorized by the objective(s) to which they related. These items, in abbreviated form, are listed on the left hand side of each summary sheet, under the key words of the objective to which they relate. Some of the items could be construed as relating to more than one objective and these are listed more than once. For example, "Information about current and future trends in the job market" is listed under the objectives CAREER AWARENESS and CAREER DECISION MAKING, PLANNING, PREPARATION and PLACEMENT. However, if this is confusing for the user, one can make a decision about which objective the item relates most closely and strike it from the other pages.

A blank column or a - indicates that the particular item was not asked on the survey instrument or does not apply to the population in that column.

The broken lines running horizontally across the pages at intervals of approximately every three items are to facilitate the user reading numbers and have no other implication.

There is a key in the upper right hand corner to aid in interpreting the symbols used in this summary is provided to help.

Please keep in mind that this data represents perceptions of individuals; and these perceptions are limited by the statements to which the individuals were asked to respond. Additional comments written on the forms have been compiled and are being taken into consideration. The instruments used have not been technically validated and no claims of comprehensiveness are made.

EXAMPLE

On the first page under the heading of SELF-AWARENESS, the first item reads "1. Feel good about self." Moving across the page, 77% of the third graders indicated that they are doing this A Lot, 17% indicated they are doing this Some, and 6% indicated they are doing this A Little. (Please note that the third grade is the only population whose questions were phrased in this way.) The - indicates that this item was not asked of sixth, ninth, twelfth grade secondary special education students, adults or retired persons. Fifty-three percent of preschool personnel responded that the individuals with whom they work need GM, a great deal more, opportunities to feel good about themselves, 28% indicated more and 16% indicated the same amount. A somewhat similar statement is listed in the column on the bottom half of the page, "Positive attitudes toward self, school, work." Sixty-five percent of the parents, 84% of the teachers, 90% of the counselors, 89% of the administrators and 89% of the special education teachers felt the individuals with whom they work needed either more or a great deal more. Of the 242 individuals surveyed in state agencies, educational associations, occupational groups and other support groups, 03% though this was of high importance, but only 5% thought it has a high level of provision, 43% thought it was moderately provided and 43% thought it had a low level of provision. (Please note that these four groups of individuals are the only ones that have this method of interpreting data due to the design of the survey instruments.)

Key:
Lt = A Lot
So = Some
Li = A Little

SA = Same Amount
M = More
GM = Great deal more

H = High
M = Moderate
L = Low

Percentages do not add up to 100% because space did not permit summarization of "no need" and "do not know".

All statements are cut short for brevity; see actual instrument for complete statement.

SELF AWARENESS	3rd Grade			6th Grade			9th Grade			12th Grade			Sec. Spec. Ed. Stud.			Adults			Retired Persons			Preschool Personnel		
	Lt	So	Li	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM
1. Feel good about self.	77	17	6	-	-	-	-	-	-	-	-	-	-	-	-				-	-	-	16	28	53
2. Feel good about things one does.	-	-	-	45	39	10	43	43	9	44	39	8	38	20	11				25	36	13	-	-	-
3. Know what aptitudes one has.	61	33	6	12	39	18	-	-	-	-	-	-	-	-	-				29	27	13	14	39	41
4. Know what interests one has. (Like to do.)	61	29	10	42	30	9	36	38	12	39	37	10	33	30	10				23	26	14	31	38	22
5. Know what do not like to do.	25	29	45				-	-	-	-	-	-	-	-	-				-	-	-	-	-	-
6. Know what values one has.	67	27	6	11	54	9	17	48	7	42	39	6	38	39	11				-	-	-	-	-	-
7. Getting along well with others.	-	-	-	-	-	-	53	26	7	52	27	6	37	16	13	35	31	12	-	-	-	-	-	-
	N = 972			N = 1134			N = 1211			N = 1052			N = 206			N = 292			N = 101			N = 64		

	Parents			Teachers			Counselors			Administr.			Spec. Ed. Teachers			St. Gov't/ Agencies				Education Assoc.			Occup. Groups			Other Support Gr.			
	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	Level of Importance				Level of Provision				Level of Importance			
																H	M	L	None	H	M	L	None	H	M	L	None
1. Positive attitudes toward self, school, work.	22	43	22	14	39	45	9	44	46	11	50	39	10	51	38	83	14	1	1	5	43	43	3				
2. Exploring interests, aptitudes, values.	21	47	28	21	51	24	15	59	25	16	61	21	5	63	32	78	20	1	1	4	44	43	4				
3. Develop human relations skills.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	65	28	5	-	4	29	46	12				
	N = 424			N = 1032			N = 100			N = 232			N = 73			N = 71				N = 54				N = 46				N = 70			

N = 242

CAREER AWARENESS	3rd Grade			6th Grade			9th Grade			12th Grade			Sec. Spec. Ed. Stud.			Adults			Retired Persons			Preschool Personnel		
	Lt	So	Li	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM
1. Learn about careers I may pursue.	69	23	8	15	42	35																		
2. Learn about jobs it takes to get food, clothing, shelter.	51	34	14	24	45	25																16	33	39
3. Apply school subjects outside of school.	55	34	12	28	44	22																-	-	-
4. Learn about different jobs in community.	46	36	18	-	-	-																-	-	-
5. Learn why people work.	63	24	12	-	-	-																25	36	38
6. Understand economic system. (Know how to buy and sell things.)	-	-	-	34	36	16																-	-	-
7. Find out how people feel about their jobs.				26	44	19	-	-	-	-	-	-	-	-	-	-	-	-				-	-	-
8. Relationship between careers and different knowledges, abilities, attitudes.				19	46	31	-	-	-	-	-	-	-	-	-	-	-	-						
9. Know about current and future job trends.				13	43	41	26	49	19	27	50	17	27	42	21	21	39	24						
10. Opportunities to visit with workers.				19	43	31	-	-	-	-	-	-	-	-	-	-	-	-						
11. Rel. between careers and life styles.				21	49	25	23	50	20	27	48	18	26	38	15	33	28	12						
12. Information about resources re: myself and careers.				24	40	28	39	37	12	44	36	10	24	39	21	-	-	-						
13. Information about continuing ed. prog.							22	50	24	42	31	8	18	29	30	-	-	-	17	35	25			
14. Information about situations where I can use my skills.							-	-	-	-	-	-	-	-	-	28	37	20	20	33	20			

CAREER AWARENESS	Parents			Teachers			Counselors			Administr.			Spec. Ed. Teachers			St. Gov't/ Agencies				Education Assoc.				Occup. Groups				Other Support Gr.			
	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	Level of Importance				Level of Provision				Level of Importance				Level of Provision			
																H	M	L	None	H	M	L	None	H	M	L	None	H	M	L	None
1. Learn personal, social, economic significance of work.	30	47	18	17	45	35	16	56	24	16	53	30	8	67	25	-	-	-	-	-	-	-	-								
2. Relating school subjects to various occupations.	25	48	25	16	56	24	15	59	24	19	56	22	5	52	41	44	43	10	2	2	32	11	6								
3. Opportunities to visit workers.	29	40	24	-	-	-	-	-	-	-	-	-	16	40	44	-	-	-	-	-	-	-	-								
4. Knowledge of variety of jobs in community.	26	44	26	-	-	-	-	-	-	-	-	-	14	45	38	-	-	-	-	-	-	-	-								
5. Rel. between careers and lifestyles.	12	49	36	20	49	27	22	52	22	22	56	20	-	-	-	-	-	-	-	-	-	-	-								
6. Inf. about current and future job trends.	17	47	32	19	51	26	25	50	21	24	51	20	-	-	-	41	41	15	1	2	24	50	14								
7. Awareness of applying skills to more than one occupation.				13	55	29	11	55	32	12	62	24				36	42	17	1	2	27	45	13								
8. Awareness of occup. options open to them.				24	44	30	21	46	29	25	48	23				58	32	10	2	6	32	50	6								
9. Understand economic system.				37	41	16	43	37	15	41	37	17				42	45	11	2	3	30	50	9								
10. Pos. attitudes toward paid and unpaid work.																51	42	7	-	3	25	51	13								
11. Appreciate the importance of all types and levels of work.																52	37	8	-	3	27	55	7								

Key:
Lt = A Lot
So = Some
Li = A little

SA = Same Amount
M = More
GM = Great deal more

H = High
M = Moderate
L = Low

Percentages do not add up to 100% because space did not permit summarization of "no need" and "do not know".

All statements are cut short for brevity; see Actual instrument for complete statement

CAREER EXPLORATION	3rd Grade			6th Grade			9th Grade			12th Grade			Sec. Spec. Ed. Stud.			Adults			Retired Persons			Preschool Personnel		
	Lt	So	Li	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM
1. Opportunities to visit with workers.				19	43	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
2. Rel. between a career and my lifestyle.				21	49	25	23	50	20	27	48	18	36	38	15	33	28	12	-	-	-			
3. Match interests and abilities with possible career choices. (activities)				28	47	19	29	45	18	29	44	18	27	40	18	-	-	-	20	35	20			
4. Opportunities to "try out" a job of interest. (incl. work/study, co-op, etc)				19	40	37	-	-	-	26	35	32	20	30	39	18	37	25						
5. Inf. about resources re: myself and careers.				24	40	28	39	37	12	44	36	10	24	39	21	-	-	-						
6. Learn how to make decisions and choices.				34	37	19	-	-	-	-	-	-	-	-	-	-	-	-						
7. Affects of labor, mgt., govt., and society on workers and jobs.				18	40	36	39	40	13	41	38	12	18	34	34	35	24	12	-	-	-			
8. Inf. about jobs of interest (incl. training and requirements)				-	-	-	22	50	24	29	46	18	21	33	34	-	-	-	21	27	24			
9. Know what employers and/or higher ed. will expect of me.				-	-	-	33	45	15	31	47	13	28	39	24	36	32	13	-	-	-			
10. Inf. about continuing ed. programs.										42	31	8	18	29	30	-	-	-	17	35	25			
11. Inf. about situations where I can use my skills.										-	-	-	-	-	-	28	37	20	20	33	20			

	Parents			Teachers			Counselors			Administr.			Spec. Ed. Teachers			St. Gov't/ Agencies				Education Assoc.				Occup. Groups				Other Support Gr.
	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	Level of Importance				Level of Provision				Level of Importance				Level of Provision
																H	M	L	None	H	M	L	None	H	M	L	None	
1. Rel. sch. subj. to various occupations.	24	48	25	16	56	24	15	59	24	19	56	22	5	52	41	44	43	10	2	2	32	51	6					
2. Opportunities to visit workers.	29	40	29	-	-	-	-	-	-	-	-	-	16	40	44	-	-	-	-	-	-	-	-					
3. Learning about and exploring wide variety of occupations.	15	55	28	-	-	-	-	-	-	-	-	-	14	51	33	-	-	-	-	-	-	-	-					
4. Rel. between a career and lifestyle.	12	49	36	20	49	27	22	52	22	22	56	22	-	-	-	-	-	-	-	-	-	-	-					
5. Opportunities to "try out" a job of interest.	15	41	42	23	42	26	22	45	28	26	39	25	16	37	44	42	38	16	2	3	23	54	10					
6. Awareness of applying skills to more than one occupation.	-	-	-	13	55	29	11	55	32	12	62	24	-	-	-	36	42	17	1	2	27	45	13					
7. Skills aiding in career planning.	20	45	31	14	52	31	5	56	38	13	60	25	-	-	-	53	35	10	1	5	34	49	4					
8. Awareness of employer and/or higher ed. expectations.	20	42	35	15	45	38	20	57	20	23	51	22	19	40	37	66	26	6	-	5	21	55	10					
9. Positive attitudes toward life-long learning.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	69	25	5	-	6	30	50	7					

Key:
Lt = A Lot
So = Some
Li = A Little

SA = Same Amount
M = More
GM = Great deal more

H = High
M = Moderate
L = Low

Percentages do not add up to 100% because space did not permit summarization of "no need" and "do not know".

All statements are cut short for brevity; see actual instrument for complete statement.

CAREER DECISION MAKING, PLANNING, PREPARATION, PLACEMENT	3rd Grade			6th Grade			9th Grade			12th Grade			Sec. Spec. Ed. Stud.			Adults			Retired Persons			Preschool Personnel		
	Lt	So	Li	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM
1. Help in making realistic career plans and taking responsibility for planning life.							29	48	17	30	45	16	20	34	24	26	37	24	30	33	17			
2. Help in choosing school courses.							33	39	19	43	29	13	27	29	21	-	-	-	-	-	-			
3. Inf. about current and future job trends.							26	49	19	27	50	17	27	42	21	21	39	24	-	-	-			
4. Know imp. of prep. for group of occup.							36	44	12	36	45	12	29	40	13	38	37	20	-	-	-			
5. Inf. about jobs of interest, incl. training and requirements.							22	50	24	29	46	18	21	33	34	27	40	18	21	27	24			
6. Know expectations of employers and/or higher ed.							33	45	15	31	47	13	28	39	24	36	32	13	-	-	-			
7. Help in planning and prep. for "next step"							22	44	27	29	40	21	25	41	28	-	-	-	24	30	16			
8. Job seeking, getting, advancing skills.							33	41	17	43	33	13	21	34	31	24	40	21	-	-	-			
9. Help in finding a job.							26	36	25	31	32	22	23	32	24	-	-	-	14	33	31			
10. Opportunities for work-study, co-op, etc.										26	35	32	20	30	39	-	-	-	-	-	-			
11. Information about continuing ed.										42	31	8	18	29	30	-	-	-	17	35	25			
12. Inf. about changing occupations.										-	-	-	-	-	-	23	36	17	-	-	-			
13. Inf. about resources for spec. needs indiv																29	21	13	19	21	31			
14. Inf. about avocational activities.																38	28	14	22	34	27			
15. Opp. to learn voc. and acad. skills.																			20	31	25			
16. Comm. awareness that retired persons are resources.																			9	35	43			
17. Inf. re: specific resources for retired persons.																			12	32	40			

Key:
Lt = A Lot
So = Some
Li = A Little

SA = Same Amount
M = More
GM = Great deal more

H = High
M = Moderate
L = Low

Percentages do not add up to 100% because space did not permit summarization of "no need" and "do not know".

All statements are cut short for brevity; see actual instrument for complete statement.

	Parents			Teachers			Counselors			Administr.			Spec. Ed. Teachers			St. Gov't/ Agencies				Education Assoc.				Occup. Groups				Other Support Gr.			
	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	Level of Importance				Level of Provision				Level of Importance				Level of Provision			
																H	M	L	None	H	M	L	None	H	M	L	None	H	M	L	None
1. Inf. about current and future job trends.	17	47	32	19	51	26	25	50	21	24	51	20	-	-	-	41	41	15	1					2	24	50	14				
2. Skills aiding in career planning.	20	45	31	14	52	31	5	56	38	13	60	20	-	-	-	53	35	10	1					5	34	49	4				
3. Awareness of employer and/or higher ed. expectations.	20	42	35	15	45	38	20	57	20	23	51	22	19	40	17	66	26	6	-					5	21	55	10				
4. Help in making tentative/flexible career plans.	22	53	22	20	54	21	15	56	28	19	58	18	26	40	28	45	35	17	1					1	22	54	12				
5. Prepare for "next step".	15	50	31	21	48	28	30	46	22	27	47	22	14	53	28	64	29	3	1					7	37	42	6				
6. Job seeking, getting, advancing skills.	16	50	32	20	48	28	21	55	22	22	56	18	19	44	35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Inf. about post-secondary educ.	30	43	23	36	42	17	51	35	11	43	39	10	28	37	26	55	31	8	1					11	39	37	3				
8. Help in finding a job.	21	43	30	36	44	14	10	60	28	38	46	9	12	51	33																
9. Awareness of applying skills to more than one occupation.	-	-	-	13	55	29	11	55	32	12	62	24	-	-	-	36	42	17	1					2	27	45	11				
10. Relate school subj. to world of work.				16	56	24	15	59	24	19	56	22				44	43	10	2					2	32	51	6				
11. Pos. attitudes toward life-long learning.				-	-	-	-	-	-	-	-	-				69	25	5	-					6	30	50	7				
12. Dev. responsibility for self-direction.				-	-	-	-	-	-	-	-	-				76	16	6	1					5	25	55	8				

DELIVERY SYSTEM FOR CAREER EDUCATION	3rd Grade			6th Grade			9th Grade			12th Grade			Sec. Spec. Ed. Stud.			Adults			Retired Persons			Preschool Personnel		
	It	So	Li	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM
1. Inf. about concepts of C.E.																						20	41	27
2. Inf. about resources and access to them.																						11	44	36
3. Parent support and cooperation.																						16	11	22
4. Community support and cooperation.																						20	39	30
5. Sugg. for integrating S.A. & C.A. with children's activities.																						11	47	31
6. Opp. to share with other sch. personnel.																						23	38	30
7. Local coordination of C.E. efforts.																						22	41	23
8. State level coordination of C.E. efforts.																						20	45	19

Key:
Lt = A lot
So = Some
Li = A little

SA = Same Amount
M = More
GM = Great deal more

H = High need
M = Moderate need
L = Low need

Percentages do not add up to 100% because space did not permit summarization of "no need" and "do not know".

All statements are cut short for brevity; see actual instrument for complete statement.

	Parents			Teachers			Counselors			Administr.			Spec. Ed. Teachers			St. Gov't/ Agencies			Education Assoc.			Occup. Groups			Other Support Gr.		
	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	L	M	H	L	M	H	L	M	H	L	M	H
1. Inf. about school and comm. C.E. efforts.	25	48	23																								
2. How to foster good self concept.	28	45	21																								
3. Inf. about family proj. re: S.A. and C.A.	27	44	21																								
4. Opp. to learn about C.E. guide.	27	46	22																								
5. Opp. to learn about C.E. comm. resources.	22	48	24																								
6. Opp. to share with other parents.	26	46	15																								
7. Suggestions for C.E. in home.	23	49	21	-	-	-	-	-	-	-	-	-	-	-	-												
8. Sugg. for helping child develop career planning skills.	19	50	25	-	-	-	-	-	-	-	-	-	-	-	-												
9. Local coord. of C.E. efforts.	-	-	-	28	45	21	24	49	25	28	49	18	14	18	41												
10. Policy statement from Board of Ed.				41	29	14	32	37	18	52	23	13	34	33	19												
11. Cooperation of teachers integrating C.E.				34	43	16	21	47	27	25	50	17	21	40	33												
12. Evaluation systems for C.E. efforts.				26	47	17	16	55	20	21	50	21	25	40	26												
13. Ident. school and comm. C.E. resources.				26	49	19	27	48	20	37	40	16	15	40	37												
14. System for utilizing C.E. resources.				30	43	19	34	40	22	35	42	11	12	47	34												
15. Planned conferences to share ideas.				31	40	19	22	41	27	31	41	14	26	31	30												
16. Released time to develop C.E. materials.				20	37	34	21	36	37	31	34	19	8	40	45												
17. Local C.E. needs assessments.				27	44	19	24	42	28	33	41	14	18	49	27												
18. Local plan for C.E.				28	46	19	22	41	28	32	43	16	16	40	34												
19. Commun. and coop. between sch. and comm.				24	47	24	21	47	25	34	46	14	8	42	44												

DELIVERY SYSTEM FOR CAREER EDUCATION	3rd Grade			6th Grade			9th Grade			12th Grade			Sec. Spec. Ed. Stud.			Adults			Retired Persons			Preschool Personnel		
	Lt	So	Li	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM
20. Inservice for C.E. for school staff.				23	46	22	18	40	34	25	47	19	12	38	41									
21. Motivation to use C.E. strategies.				28	48	16	24	54	15	24	53	16	21	45	25									
22. "Testing" to help students know interests and abilities.				31	41	19	38	35	13	35	38	13	19	45	30									
23. Commun. between state agencies and local schools and community.				26	45	18	24	48	19	34	37	19	21	36	38									
24. Commun. between teacher and counselor training institutions.				29	45	18	26	43	19	28	44	19	33	33	29									
25. C.E. for all students.				19	45	30	16	45	36	22	48	23	7	33	51									
26. Coordinated plan for C.E., Pre-K--Retired.				21	39	23	16	48	28	19	42	21	16	29	47									
27. Sugg. showing C.E. in each subject area.				18	47	32	15	50	33	21	53	23	14	41	38									
28. Opp. for teachers to share ideas.				22	50	25	19	56	23	25	54	16	12	48	36									
29. Follow-up on students.				19	44	30	29	39	26	26	39	27	18	38	41									
30. Counselor support.				44	35	15	-	-	-	55	28	13	34	42	15									
31. Teacher support.				-	-	-	21	43	34	31	50	17	-	-	-									
32. Administrative support.				38	38	18	28	41	28	-	-	-	29	38	27									
33. Parent support.				22	45	28	18	49	30	28	43	27	16	47	34									
34. Community support.				21	43	27	14	50	27	28	44	25	7	41	45									

Key:
Lt = A Lot
So = Some
Li = A Little

SA = Same Amount
M = More
GM = Great deal more

H = High need
M = Moderate need
L = Low need

Percentages do not add up to 100% because space did not permit summarization of "no need" and "do not know".

All statements are cut short for brevity; see actual instrument for complete statement.

	Parents			Teachers			Counselors			Administr.			Spec. Ed. Teachers			St. Gov't/ Agencies			Education Assoc.			Occup. Groups			Other Support Gr.		
	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	L	M	H	L	M	H	L	M	H	L	M	H

DELIVERY SYSTEM FOR CAREER EDUCATION	3rd Grade			6th Grade			9th Grade			12th Grade			Sec. Spec. Ed. Stud.			Adults			Retired Persons			Preschool Personnel		
	Li	So	Lt	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM
35. Clarification of C.E.																17	25	39	-	-	-	35	20	22
36. Lines of communication between our group and LEAs and comm., (ex. liason pers.)																20	37	23	-	-	-	7	46	35
37. Fresh mind set about our group's role in C.E. delivery system.																18	37	30	18	33	42	-	-	-
38. Coordination with other groups.																17	38	32	15	45	25	17	36	22
39. A position statement from our group.																20	31	34	16	38	33	-	-	-
40. Indications from sch. and comm. about what is needed in C.E. and how our group can help provide it.																17	32	38	9	40	45	13	37	33
41. Budget which leads to staff and resources																13	23	46	-	-	-	-	-	-
42. Ident. of roles and responsibilities of groups contributing to C.E.																11	31	49	5	29	55	-	-	-
43. A vehicle to foster understanding of C.E. concepts.																-			25	29	36	-	-	-
44. Statewide public relations efforts.																			-	-	-	20	24	28
45. School staff feedback about usefulness of materials.																			-	-	-	9	37	33
46. Consultative help in dev. and prep. of materials.																-			-	-	-	20	30	17

Key:

Li = A little
So = Some
Lt = A lot

SA = Same Amount
M = More
GM = Great deal more

H = High need
M = Moderate need
L = Low need

Percentages do not add up to 100% because space did not permit summarization of "no need" and "do not know".

All statements are cut short for brevity; see actual instrument for complete statement.

	Parents			Teachers			Counselors			Administr.			Spec. Ed. Teachers			St. Gov't/ Agencies			Education Assoc.			Occup. Groups			Other Support Gr.			Colleges & Univ.		
	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	SA	M	GM	L	M	H	L	M	H	L	M	H	L	M	H	L	M	H
35. Clarification of C.E.																														
36. Lines of communication between our group and LEAs and comm., (ex. liason pers.)																														
37. Fresh mind set about our group's role in C.E. delivery system.																														
38. Coordination with other groups.																														
39. A position statement from our group.																														
40. Indications from sch. and comm. about what is needed in C.E. and how our group can help provide it.																														
41. Budget which leads to staff and resources																														
42. Ident. of roles and responsibilities of groups contributing to C.E.																														
43. A vehicle to foster understanding of C.E. concepts.																														
44. Statewide public relations efforts.																														
45. School staff feedback about usefulness of materials.																														
46. Consultative help in dev. and prep. of materials.																												22	11	39

N = 18

APPENDIX C

MEETING EVALUATION

STATE ADVISORY COMMITTEE FOR CAREER EDUCATION

1. How would you rate the general organization of this meeting?

   (1) 13 Excellent

   (2) 7 Good

   (3) 1 Satisfactory

   (4) ___ Poor

2. Were the items on the agenda important and relevant to the project?

   (1) 17 Yes

   (2) 4 Usually

   (3) 1 Only in a few cases

   (4) ___ No

3. Was sufficient time devoted to each item on the agenda?

   (1) 11 Yes

   (2) 10 Usually

   (3) ___ Only in a few cases

   (4) ___ No

4. Did the meeting provide an adequate orientation to the State Plan Project?

   (1) 12 Yes

   2 ?

   (2) 7 No

5. Do you feel you had sufficient opportunity to make significant contributions during the small group sessions?

   (1) 18 Yes

   (2) 1 No

(please turn to other side)

6. How would you rate the overall productivity of this meeting?

(1) 11 Very productive

(2) 10 Moderately productive

(3) 1 Slightly productive

(4) ___ Unproductive

7. How would you rate your overall satisfaction with this meeting?

(1) 10 Very satisfied

(2) 10 Moderately satisfied

(3) ___ Slightly satisfied

(4) 1 Slightly dissatisfied

(5) ___ Moderately dissatisfied

(6) ___ Very dissatisfied

8. Other comments:

I'd have been interested in knowing the outcomes of the discussion of the other groups. The topics may have been of a magnitude to need a bit more time for discussion.

This meeting seems to be a prelude to developing a state plan. We know who the participants are and what is expected but not the format the plan will use nor the magnitude. This was a good meeting.

Would have been nice to have better representation from state agencies. (Quality was superb of course!, but more agencies should have been here.)

Good meeting place.

Just a beginning!

Not enough time to get a (1) rating in #3, #6 & #7. Much better format than most Advisory Committee meetings. Usually the "resource" people spend 3 1/2 hours giving reports and reviewing "progress" and the committee has limited input.

A 10 minute recap of the final draft of the state plan should have been overviewed with an over-head transparency at the beginning of the meeting.

April 19, 1977

MEETING EVALUATION

STATE ADVISORY COMMITTEE FOR CAREER EDUCATION

1. How would you rate the general organization of this meeting?

   (1) 5 Excellent

   (2) 9 Good

   (3) ____ Satisfactory

   (4) ____ Poor

2. Were the items on the agenda important and relevant to the project?

   (1) 13 Yes

   (2) 1 Usually

   (3) ____ No

3. Was sufficient time devoted to each item on the agenda?

   (1) 7 Yes

   (2) 5 Usually

   (3) 2 No Although the time limits required conclusions & moved us along.

4. Did the meeting provide adequate information about the State Plan Project and its progress?

   (1) 10 Yes

   (2) 4 Somewhat

   (3) ____ No

5. Do you feel you had sufficient opportunity to make significant contributions during the small group sessions?

   (1) 13 Yes

   (2) 1 Somewhat Had to move quickly

   (3) ____ No

(please turn to other side)

6. How would you rate the overall productivity of this meeting?

(1) __8__ Very productive

(2) __6__ Moderately productive *

(3) _____ Slightly productive

(4) _____ Unproductive

7. How would you rate your overall satisfaction with this meeting?

(1) __7__ Very satisfied

(2) __7__ Moderately satisfied

(3) _____ Slightly satisfied

(4) _____ Slightly dissatisfied

(5) _____ Moderately dissatisfied

(6) _____ Very dissatisfied

8. Other comments:

6* Because too few in our groups (occ. & Prof.) appeared, there was perhaps not as much interchange of ideas as there might have been if representatives of other areas had been present.

I get a bit confused at times with what is discussed because I don't encounter Career Ed. very often outside of these meetings and mailed information. I do feel as though I'm providing some input and enjoy these infrequent meetings.

10 people left early, 8 people stayed until the end. Those who stayed until the end were more positive in their evaluation.

May 9, 1977

N=18

MEETING EVALUATION FOR CAREER EDUCATION PRACTITIONERS

1. How would you rate the general organization of this meeting?

   (1) _____ Excellent

   (2) 11 Good

   (3) 3 Satisfactory

   (4) 4 Poor

2. Was sufficient time devoted to each item on the agenda?

   (1) 7 Yes Needed more time to prepare materials

   (2) 2 Usually

   (3) 9 No Very rushed in the time to read and evaluate the p.m. materials perhaps they should have been sent ahead of time and discussed at the meeting.

3. Did the meeting provide adequate information about the State Plan Project as its progress?

   (1) 5 Yes Why aren't we informed as plans progress?

   (2) 11 Somewhat

   (3) 2 No Not enough time

4. Do you feel you had sufficient opportunity to make significant contributions during the small group sessions?

   (1) 8 Yes

   (2) 7 Somewhat

   (3) 3 No

5. How would you rate the overall productivity of this meeting?

   (1) _____ Very productive

   (2) 12 Moderately productive

   (3) 5 Slightly productive

   (4) 1 Unproductive

(please turn to other side)

6. How would you rate your overall satisfaction with this meeting?

(1) _____ Very satisfied

(2) __9__ Moderately satisfied

(3) __4__ Slightly satisfied

(4) __2__ Slightly dissatisfied

(5) __1__ Moderately dissatisfied

(6) __1__ Very dissatisfied

7. Other comments:

- Not enough time to review material prior
- Felt a little overwhelmed
- I felt the material presented today was almost overwhelming and should have been spread over a 2-3 day workshop to give proper attention to the important matters discussed.
- Needed these documents to study before the meeting.
- We were given a 74 page book of detailed information and asked to make specific comments. I couldn't read the material in the allotted time much less digest and comment upon it.
- Insufficient time for an honest evaluation - would like feedback and questions answered.
- We should have been provided with the material beforehand.
- Not enough advance information and advance notification of meeting. If we could have had material earlier, we could have been better prepared to participate.
- An awful lot of material was thrown at us. The Plan is very involved and complex - perhaps too detailed and specific.
- Too rushed.
- Should have received printed materials earlier.
- It was very difficult to read all that material and read to it in the time provided. It was unfortunate that materials couldn't have been distributed to us earlier. However, we had a good exchange of ideas and did get a few ideas down on paper. If I can help, let me know.
- Not enough time to really look into the problem and consider solutions.